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ABSTRACT

This book is designed to provide supplemental instructional materials for the "Adult Education Guide to ESL (English as a Second Language) Curriculum." Each unit covers several communications objectives outlined in the "Guide." The materials are intended for use along with both teacher-made and commercial materials. Materials are provided for two courses. The six units in Course 201 cover such topics as introducting and identifying oneself and others, greeting and saying goodbye, following classroom instruction, numbers, spelling, classroom objects, commands, money, expressing (not) understanding, family, and asking for emergency assistance. The five units in Course 202 address time expressions, describing daily routines, describing locations, identifying food, expressing likes and dislikes, asking for repetition or clarification, describing things, asking for things, identifying clothing, and describing physical/emotional state. Exercises are provided for each sub-unit within the unit. Listening, speaking, grammar, reading, and writing exercises are included. (YLB)

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English as a Second Language

Supplemental Exercises
Courses 201-202
Field Test Copy

LISTEN
LISTEN
LISTEN
&
COMMUNICATE
COMMUNICATE
COMMUNICATE

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BOOK ONE
(Part A)

Adult Learning Skills Program
Chicago Urban Skills Institute

One of the City Colleges of Chicago

CE044911

ADULT LEARNING SKILLS PROGRAM

Listen and Communicate: Supplemental Materials for English as a Second Language

Book One
Course 201-202

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CITY COLLEGES OF CHICAGO

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SP 85 (First Printing)
SP 86 (Second Printing)

ACKNOWLEDGEMENTS

This book has been prepared in order to provide supplemental instructional materials to implement the Guide to E.S.L. Curriculum. These materials are intended for use along with both teacher-made and commercial materials. This original book and other ESL curriculum materials were developed by the following English as a Second Language curriculum staff members working primarily but not exclusively on the following projects:

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Chicago, Illinois 60601

TO THE FIELD TESTER

Thank you for your interest in this book. It is the first ESL instructional book prepared by the Curriculum Department. It is based on the Guide to ESL Curriculum. It should be easy and interesting to use for the following reasons.

- It is written for students to use.
- It contains lesson material you can use to teach from.
- It meaningfully integrates several communication objectives into each unit and sub-unit. This integration resembles authentic language.
- It is illustrated.
- It invites participation. Your input and that of your students is essential.
- It can be taught from directly for much of class time.
- It is accompanied by teaching notes for each page or exercise of the unit.
- It is adaptable. Once you understand it's basic approach, you can use the book in a variety of ways.

The title LISTEN AND COMMUNICATE was selected in order to emphasize three important points about beginning ESL students:

1. They need to develop listening skills to understand the English they hear.
2. They need to and want to communicate, that is, to use what they are learning as soon as they can.
3. Listening and understanding helps to develop strong communication skills.

This book has many exercises. Some may be familiar to you. Many are based on the Suggested Strategies of the Guide to ESL Curriculum. The exercises are used repeatedly throughout the book with each units' material. The exercises--their purpose and how to conduct them--are described in detail in a separate teacher's guide.

Here is an overview of the EXERCISES arranged acording to five language skills.

Listening exercises:
- picture vocabulary pages
- dialogues (conversations)
- commands and actions (teacher-student)
- listen and answer
- identify the word or picture according to what you hear

Speaking exercises:	vocabulary pages dialogues (conversations) commands and actions (student-student) pronunciation (words, sentences, etc.) question/answer practice (circle, pair, etc.) tell a story (based on pictures) dialogue theater and role play
Grammar exercises:	listen and repeat oral practice (circle, pair, etc.) drills sentence formation (within patterns) grammar summary (patterns)
Reading exercises:	listen and read/find what you hear dialogues (read what you can say) forms and other "survival" readings dialogues (read what you can say) vocabulary stories (in the book) tell a story (class-created from pictures)
Writing exercises:	copy vocabulary, dialogues, etc. complete the exercise (with listening) and/or reading prompts) listen and write (dictation) form completion (personal information)

The amount of time it takes to use LISTEN AND COMMUNICATE well will vary from class to class. It is intended to take much longer than an inexperienced ESL instructor might think. The Teaching Notes will be helpful in this regard.

Again, thank you for using this book. We truly believe it can make a difference in your class. Surely your using it will make it a better book.

TO THE STUDENT

Do you want to learn English?

If you say, "YES", this book can help you.

The name of the book is LISTEN AND COMMUNICATE. Most people in Chicago communicate in English.

To communicate, you must: LISTEN

SPEAK

READ

WRITE

You must also practice English a lot in order to learn it. This book has many listening, speaking, reading, and writing exercises.

This is BOOK ONE. If you are a beginner, this book is for you. If you are not a beginner, you can learn from this book sometimes. But you also need to use a more advanced book. Talk to your teacher about that.

Come to class. It is important to come to class. Your teacher wants to see you in class. The other students want to see you, too. In class, your teacher will use this book. She (or he) will use other books, too. Your teacher wants to help you learn English.

Maybe you think English is easy. Maybe you think it is difficult. Keep trying to learn English. Good luck!!!

We hope you like this book.

Sincerely,

authors--
Jeff and Suzanne

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TEACHER: ______________________

BUILDING: ______________________

ROOM: ______________________

ADDRESS: ______________________

CHICAGO, ILLINOIS

(NEAR ______________________

____

______________________.)

DAYS: MON. TUES. WED. THURS. FRI. SAT.

TIMES:	____	____	____	____	____	____
	to	to	to	to	to	to
	____	____	____	____	____	____

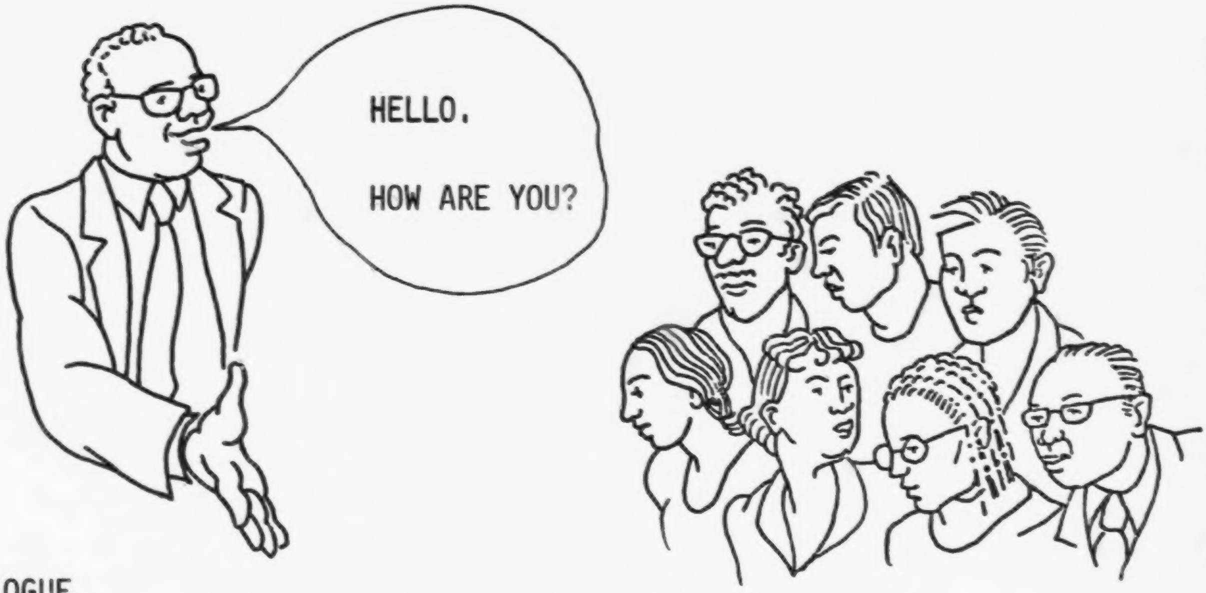
COURSE 201

UNIT 1

"WELCOME TO ENGLISH CLASS!"

COMMUNICATION OBJECTIVES COVERED:

- 201-1 INTRODUCING AND IDENTIFYING ONESELF (NAME, COUNTRY)
- 201-3 GREETING AND SAYING GOODBYE
- 201-7 FOLLOWING CLASSROOM INSTRUCTIONS (PART I)



DIALOGUE

(Listen, repeat and practice.)

Good morning.
Good afternoon.
Good evening.

TEACHER: HELLO.

→ YOU: HELLO.

TEACHER: HOW ARE YOU?

→ YOU: FINE. HOW ARE YOU?

TEACHER: FINE. THANK YOU.

WELCOME TO ENGLISH CLASS!

→ YOU: THANK YOU VERY MUCH.

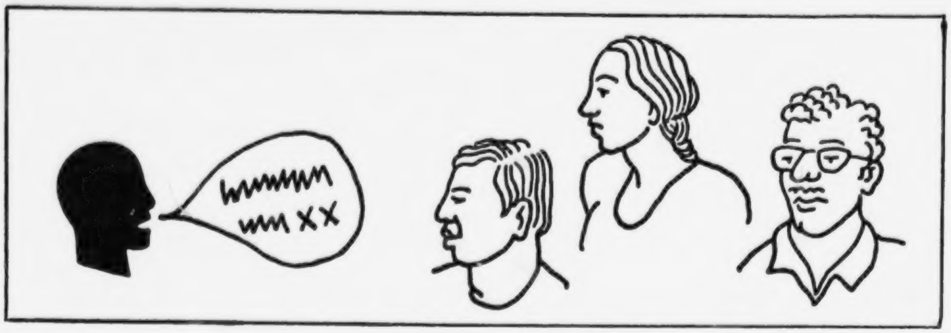
LISTEN AND ANSWER.

T: WELCOME TO CLASS.
PLEASE SIT DOWN.
HERE'S A PENCIL.
____
____
____

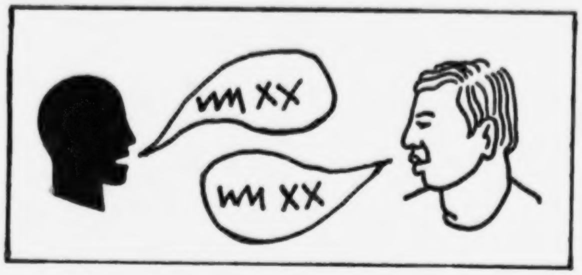
→ You: THANK YOU.
or
THANKS.
or
THANK YOU VERY MUCH.

VOCABULARY

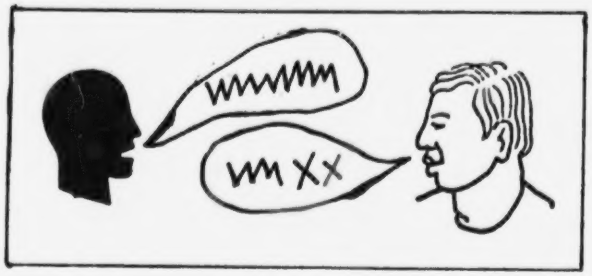
LISTEN.



LISTEN AND REPEAT.



LISTEN AND ANSWER.



SPEAK.
SAY.

PRACTICE.

LISTEN AND READ.

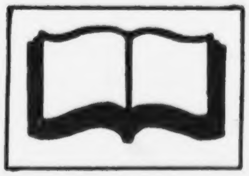
READ.

WRITE.

LISTEN AND DO

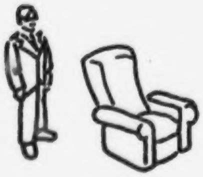
Teacher:

You:



A. OPEN YOUR BOOK.
B. CLOSE YOUR BOOK.

C. PICK UP THE PENCIL.
D. PUT DOWN THE PENCIL.



E. STAND UP.
F. SIT DOWN.

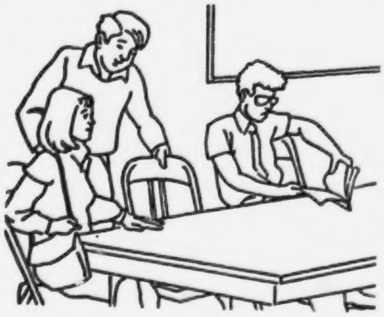
SAY THESE SENTENCES

1. Good morning. How are you today?
2. Stand up and go to the door.
3. Open your book to page 22.

My name is ______________.

DIALOGUES

Listen, repeat and practice.



IN ENGLISH CLASS

A: Tell me your name, please.

B: My name is Choon Park.

A: Welcome, Mr. Park.

B: Thank you.

IN A FACTORY

C: What's your name?

D: Manuel.

C: Manuel what?

D: Manuel Ramirez.

IN AN OFFICE

E: Can I help you?

F: Yes. I am Ana Kolowski.

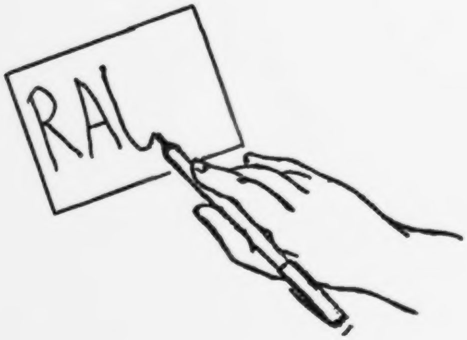
E: I'm Margarita Kelly.
Nice to meet you.

F: Nice to meet you, too.

LISTEN AND DO

NAME TAG

1. You don't have a name tag.
2. Take a name tag.
3. Put down the name tag.
4. Pick up your pen (or pencil).
5. What's your first name?
   Say your first name now.
   (You: ______________.)
6. O.K.
   Write your first name now.
   Here.
7. Are you writing now?
   (You: Yes.)
8. Good.
   Put down your pen (or pencil).
9. Put on your name tag.
   There.
10. Good.
    Hello, ______________.



CIRCLE PRACTICE

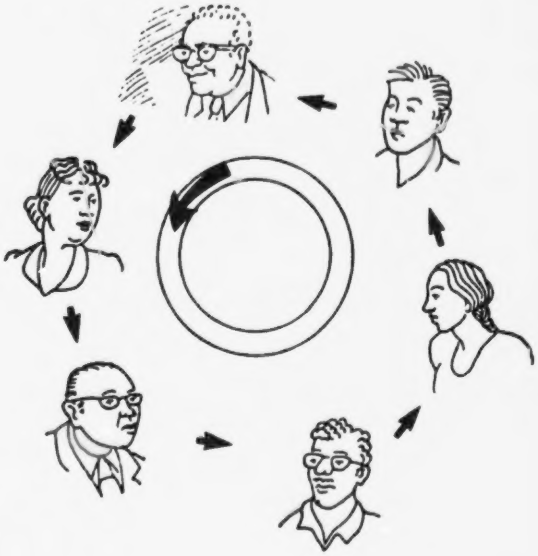
A: What's your first name?

B: __________________.
What's your first name?

C: __________________.
What's your first name?

D: __________________.

. . . .



1. FIRST NAME
2. LAST NAME
3. NAME (or FULL NAME)

PAIR PRACTICE

1. WHAT'S YOUR NAME?

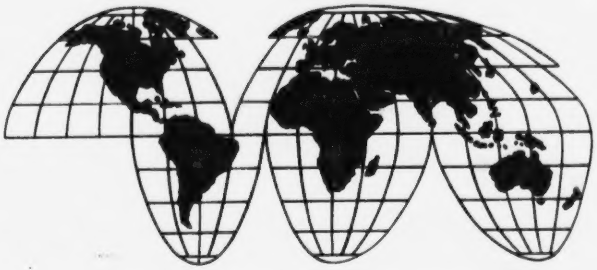
2. WHAT'S YOUR FIRST NAME?

3. WHAT'S YOUR LAST NAME?

SPECIAL SECTION

Tell me your ________.
What is your ________?
Your ________, please.
Say your __________.

VOCABULARY



COUNTRIES OF THE WORLD

How many countries do you know?

1. The United States
2. Mexico
3. Canada
4. . . . .

DIALOGUE

IN ENGLISH CLASS

A: Where are you from?

B: Korea.

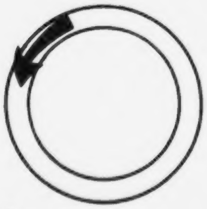
A: Korea?

B: Yes.

CIRCLE PRACTICE

A: Where are you from?

B: ________________.
Where are you from?



DIALOGUES

IN A FACTORY

C: What country are you from?
D: Colombia.
C: Where's that?
D: South America.
C: Oh.

IN AN OFFICE

E: Where're you from?
F: I'm from Poland.
E: Are you from Warsaw?
F: No, Cracow.
E: Oh. That's interesting.

Where's = Where is
Where're = Where are

PRACTICE THE DIALOGUES

Change for you.

C: What country are you from?
D: ____________________.
C: Where's that?
D: ____________________.
C: Oh.

E: Where're you from?
F: I'm from __________.
E: Are you from _______?
F: No, _______________.
E: Oh. That's interesting.

LISTEN AND DO

"Welcome to English Class!"

1. You are a new student.

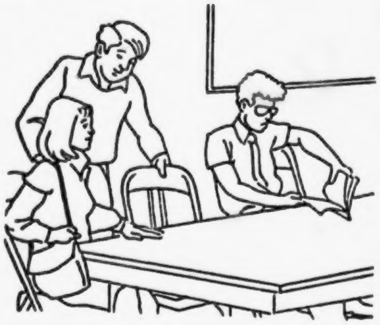
2. The man/woman says, "The English class is here."

3. Go to the door.

4. Look for the teacher.

5. Say, "Is this the English class?"
   (You: IS THIS THE ENGLISH CLASS?)

6. The teacher says, "Yes.
   Please come in.
   Take a seat."
   (Teacher: "Yes. Please come in. Take a seat.")

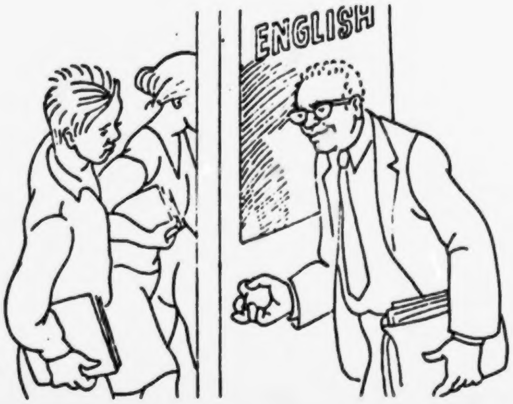


7. You sit down.

8. Say your name.
   (You: "My name is ____________________.")

9. Tell us your country.
   (You: "I'm from ____________________.")

10. WELCOME TO ENGLISH CLASS!



PRACTICE

LISTEN AND ANSWER

T: Good evening. ↘You: (Listen and say a good answer.)

Where are you from?

Do you have a name tag?

Last name, please.

____

____

____

READ AND WRITE

NAME ____
FIRST LAST

NAME ____
FIRST LAST

FIRST NAME ____
LAST NAME ____
COUNTRY ____

Where are you from? ________________________________

NAME ____
NATIVE COUNTRY ____________________________________

GOODBYE.

DIALOGUES

IN ENGLISH CLASS

A: O.K.
Goodbye.

Good night.

B: Goodbye.

IN A FACTORY

C: It's 5 o'clock.
Let's go.

D: O.K. Goodbye.

C: See you later.

IN AN OFFICE

E: O.K. See you tomorrow.

F: Bye.

Bye = Goodbye.

E: Bye-bye.

SUMMARY

201/UNIT ONE

"Welcome to English Class"

VOCABULARY

NAME	name	WELCOME	welcome
FIRST	first	THANK YOU	thank you
LAST	last	PLEASE	please
COUNTRY	country	TEACHER	teacher
ENGLISH	English	STUDENT	student

GRAMMAR

1. BE:

I	am
you we they	are
he she it	is

I'M = I AM

WHAT'S = WHAT IS

2. Pronouns

I	me	my
you	you	your
he	him	his
she	her	her

3.

My name Your name	is	Maria Vang	.
What		your name	?

4.

Tell	me him her	your my his her	first	name	.
Say			last		

5.

Where	are	you	☒	from	▭	?
▭	☒	I	am	from	Italy	.

6.

What	is	your name	☒	▭	?
▭	☒	My name	is	Maria	.

COURSE 201

UNIT 2

"SPELL YOUR NAME.
SAY YOUR PHONE NUMBER."

COMMUNICATION OBJECTIVES COVERED:

- 201-1 INTRODUCING AND IDENTIFYING ONESELF (NAME)
- 201-2 INTRODUCING AND IDENTIFYING ONESELF (PERSONAL INFORMATION)
- 201-11 USING NUMBERS 1-100
- 201-14 SPELLING WORDS ALOUD

INFORMATION FORM

NAME ______________________________
(LAST) (FIRST)

PHONE NUMBER______________________________

DIALOGUE

Woman: What's your name, please?

Man: Tomas Vallejos.

Woman: Bal . . . Vallee. . .

Man: * * * (shakes head)

Woman: Spell your last name, please.

Man: V-A-L-L-E-J-O-S.

Woman: O.K. First name. Spell it, please.

Man: T-O-M-A-S.

Woman: Good; O.K.
What's your phone number, Mr. Vallejos?

Man: Telephone?

Woman: * * * (nods head)

Man: 3-4-6--3-4-7-8.

Woman: 346-3478.
Thank you.

CHICAGO URBAN SKILLS INSTITUTE
ONE OF THE CITY COLLEGES OF CHICAGO

STUDENT INFORMATION FORM
INSTRUCTIONS: SEE OTHER SIDE

PART C.

SOCIAL SECURITY NUMBER	DATE ____________________

LAST NAME	FIRST NAME	MI

READ AND WRITE

WRITE YOUR LAST NAME. ________________________________

WRITE YOUR FIRST NAME. ________________________________

WRITE YOUR SOCIAL SECURITY NUMBER. ____ - ___ - ____

LISTEN AND ANSWER

T: WHAT'S YOUR FIRST NAME? YOU: (ANSWER)

WHAT'S YOUR LAST NAME?

. . .

SUBSTITUTION PRACTICE

WHAT'S YOUR ______________________________?

LAST NAME

FIRST NAME

COUNTRY

SOCIAL SECURITY NUMBER

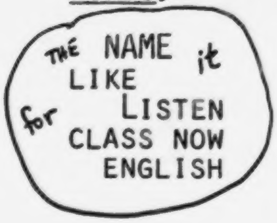
____

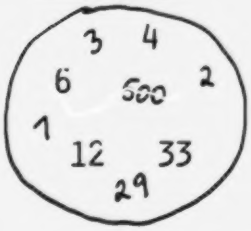
____

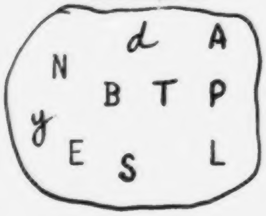
____

____

WORDS, NUMBERS, AND LETTERS





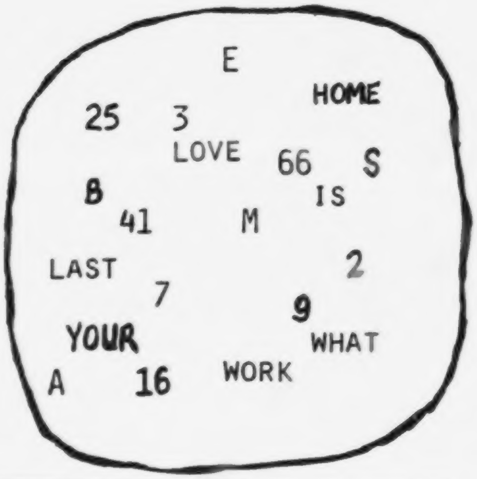


THE NUMBERS 1-10

1	2	3	4	5	6	7	8	9	10

LOOK AND ANSWER

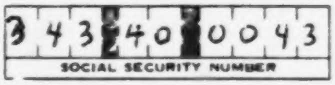
1. HOW MANY WORDS? _____
2. HOW MANY NUMBERS? _____
3. HOW MANY LETTERS? _____



THE ALPHABET

A	B	C	D	E	F	G	H	I	J	K	L	M
N	O	P	Q	R	S	T	U	V	W	X	Y	Z

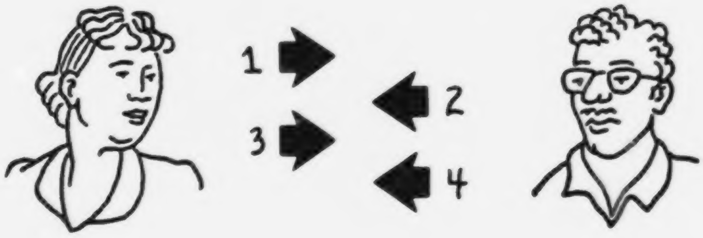
4. HOW MANY LETTERS ARE IN THE ALPHABET? _____
SAY THE LETTERS.



5. HOW MANY WORDS ARE IN SOCIAL SECURITY NUMBER? _____
SAY THE WORDS.

6. HOW MANY NUMBERS ARE IN 343-40-0043? _____
SAY THE NUMBERS. _____

PAIR PRACTICE (TAKE TURNS.)



A: YOU SAY ONE NUMBER. B: YOU SAY THE NEXT NUMBER.

CONTINUE UNTIL YOU SEE THE STOP SIGN.

1.	2.	3.	4.
A: 1	A: 2	A: 10	A: 5
B: 2	B: 4	B: 20	B: 10
A: 3	A: 6	A: 30	A: 15
B: 4	B: 8	B: 40	B: 20
A:	A:	A:	A:
B: 20	B: 30	B: 100	B: 80

PAIR PRACTICE

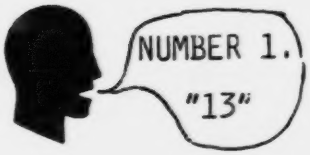
A: CLOSE YOUR BOOK. LISTEN AND SAY THE NUMBER.
B: SAY THESE NUMBERS. A WILL SAY THE MISSING ONES.

1. 1, 2, __, 4, 5, __, 7, __, __, 10
2. 10, 11, __, 13, __, 15, 16, __, 18, __, 20
3. 20, __, 22, __, 25, 26, __, 28, __, __
4. 50, 51, __, __, 54, 55, __, __, 58, 59, __
5. 80, __, __, 83, __, __, 86, __, __, 89, __

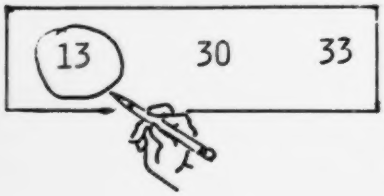
LISTEN AND WRITE

CIRCLE THE NUMBER.

EXAMPLE: TEACHER:



YOU:



1. 13 30 33
2. 7 70 17
3. 90 9 19
4. 16 15 13
5. 80 82 18
6. 14 49 49
7. 60 66 16
8. 1313 1330 3013
9. 1919 1999 1995
10. 4110 1410 4010

SAY THESE NUMBERS

13 30
16 60
19 90

14 40
17 70

15 50
18 80

SAY THESE WORDS

NUMBER
SOCIAL SECURITY

ADDRESS
ZIP CODE

TELEPHONE
PHONE

GAME: "PLUS ONE"

EXAMPLES: A: "5"
B: "6"
(5 + 1 = 6)

B: "19"
C: "20"
(19 + 1 = 20)

C: "40"
D: "41"
(40 + 1 = ____)

E - N - G - L - I - S - H
IN
C - H - I - C - A - G - O

LISTEN AND REPEAT

A	BAY	SAY	DAY	J	K	PAY
E	B	C	D	G	KEY	P

HOW MANY WORDS? ______
HOW MANY LETTERS? ______

SPELL

CAB	C - A - B
JACK	J - A - C - K
BAG	B - A - G
PAGE	P - A - G - E

TAXI CAB
FIRST NAME
PAPER BAG, PLASTIC BAG
PAGE NUMBER

HOW MANY WORDS ARE HERE? ______
WHAT PAGE IS THIS? ______

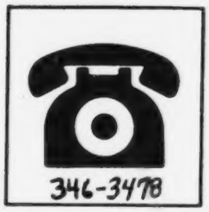
LOOK AND LISTEN

A - E - I - O - U - Y
B - P - D - T
C - S - Z
G - J - C - K
H - R

SPECIAL SECTION

VOCABULARY:
VOWELS
CONSONANTS

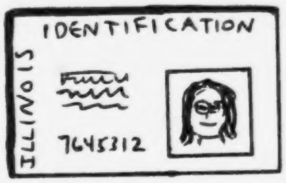
VOCABULARY



60612
60625
60648
60608

60623
60657
60640
60618

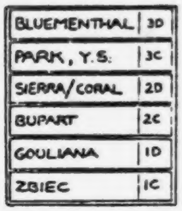
1555 Wilson
7th Street
22 East
3100 N. Broadway
3901 SOUTH STATE STREET



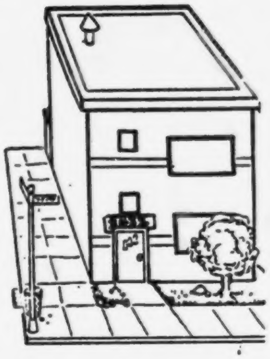
ADDISON
ARCHER
ASHLAND
AUSTIN

18th Street
25th Street
53rd Street
92nd Street

HALSTED
HARLEM
HARRISON
HOMAN



BLUEMENTHAL	3D
PARK, Y.S.	3C
SIERRA/CORAL	2D
BUPART	2C
GOULIANA	1D
ZBIEC	1C



TIME
976-1616
WEATHER
976-1212

NAME	PHONE	ADDRESS	CITY	I.D.
FIRST	TELEPHONE	STREET	STATE	IDENTIFICATION
LAST	NUMBER	NUMBER	ZIP CODE	SOCIAL SECURITY

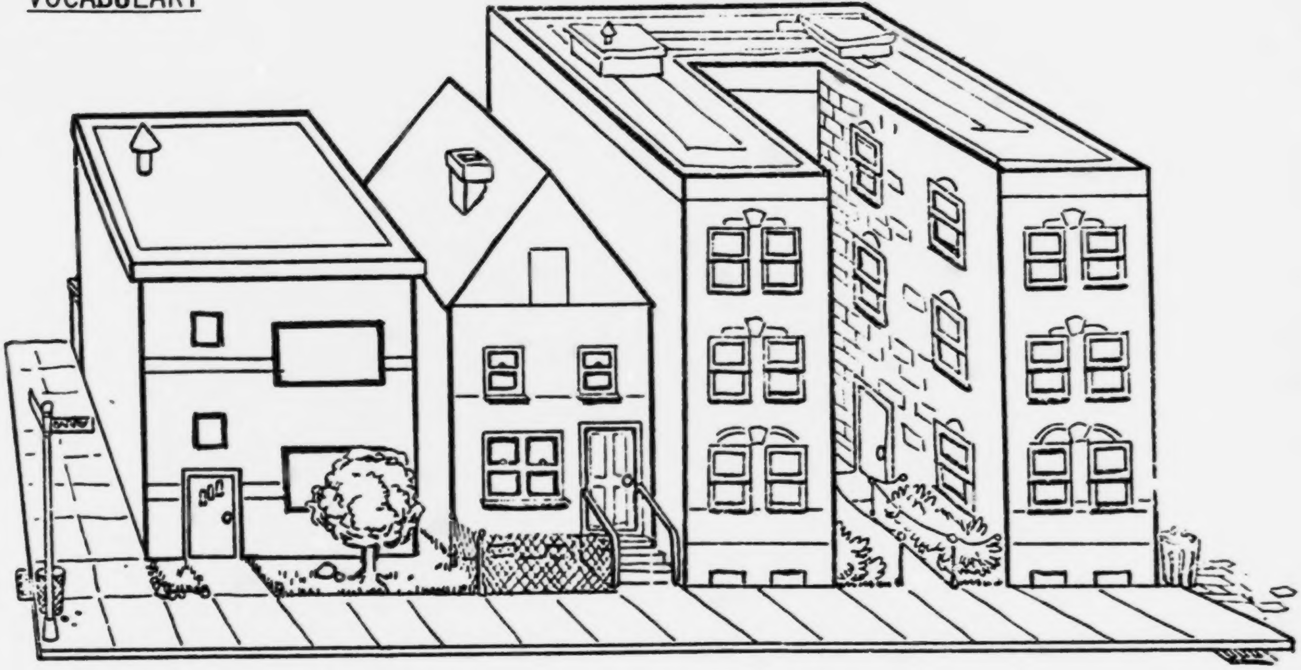
LISTEN AND ANSWER

T: "WHAT'S YOUR _________?" You: ______________________

OR

"I DON'T KNOW."

VOCABULARY



LOOK AT THE PICTURE.
YOUR TEACHER WILL TALK ABOUT IT.
THEN, LOOK AT THE WORDS WITH YOUR TEACHER.

STREET
CORNER
TREE
SIDEWALK

HOUSE
APARTMENT
BUILDING
FLOOR

FIRST (1)
SECOND (2)
THIRD (3)
BASEMENT

SPECIAL SECTION

FRONT YARD
FRONT PORCH
FENCE
ALLEY

LISTEN AND DO

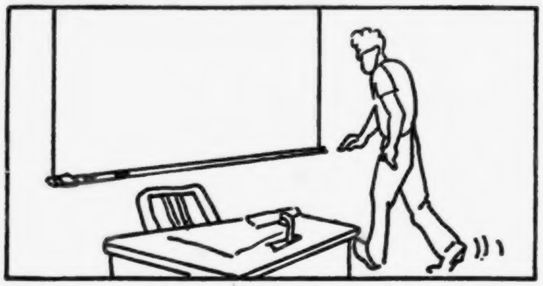
TEACHER:

(POINT TO THE __________.)
OR
(SHOW ME THE __________.)

YOU: (DO IT.)

LISTEN AND DO

"My Address"



1. Stand up, please.
2. Go to the blackboard.
3. Take the chalk.
4. Write your name.
5. Move over a little.
6. Write your address.
7. Put down the chalk.
8. Go back to your seat.
9. Point to the blackboard.
   Say, "That's my address."
10. Sit down.

DISCUSSION

Look at a map of Chicago or your neighborhood. Show the other students where you live. The teacher will help you with this.

LISTEN AND WRITE

TEACHER:

YOU: (Write.)

STUDENT A:

YOU: (Write.)

SUMMARY

201/UNIT TWO

"SPELL YOUR NAME. SAY YOUR PHONE NUMBER."

VOCABULARY

NAMES -- FIRST
LAST
MIDDLE.

NUMBERS -- TELEPHONE
PHONE
SOCIAL SECURITY

WORD
LETTER

HOW MANY __________s?

THE ALPHABET (IN ORDER)

A B C D E F G
H I J K L M N O P
Q R S T U V W X Y Z

LETTER NAMES (BY SOUND GROUPS)

1. A - H - J - K
2. B - C - D - E - G - P - T - V - Z
3. F - L - M - N - S - X
4. I - Y
5. Q - U - W
6. O
7. R

GRAMMAR

1.

What is What's	YOUR	NAME ADDRESS PHONE	?

2.

How many	WORDS LETTERS NUMBERS	ARE	THERE IN THE CIRCLE	?

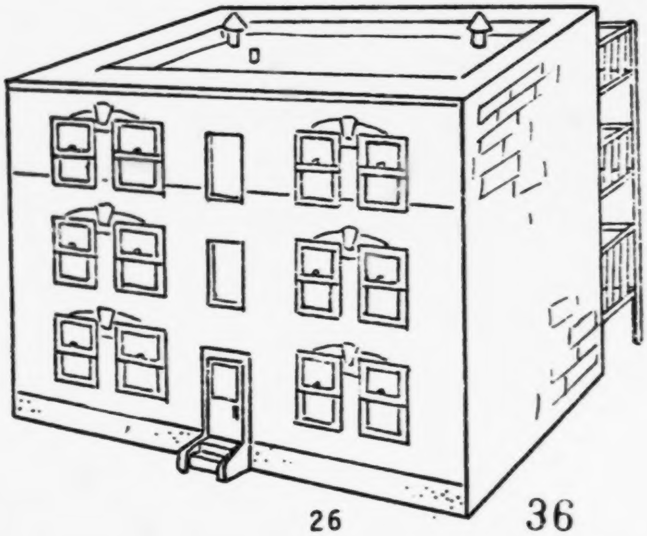
MORE VOCABULARY

Identification

- ADDRESS
- STREET
- APARTMENT
- I.D. Number
- S.S.N.
- No. (number)
- Zip Code
- P.A.

House or Apartment

- FLOOR
- BASEMENT
- GARDEN
- APARTMENT
- BUILDING
- HOUSE
- CORNER
- TREE
- SIDEWALK



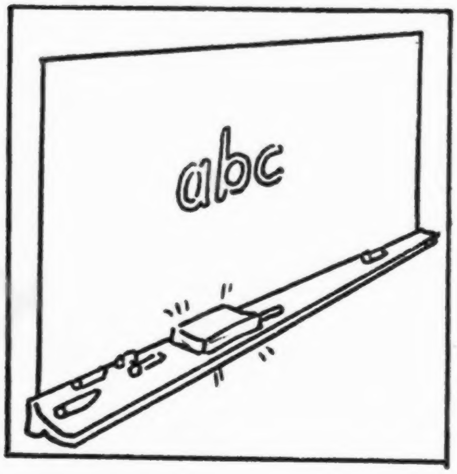
Course 201

Unit 3

"What Is That In English?"

Communication Objectives covered:

201-7 Following Classroom Instructions (Part I)
201-8 Identifying Classroom Objects
201-10 Understanding and Giving Simple Commands
201-11 Using Numbers 1-100
201-9 Following classroom instructions (Part II)



DIALOGUE

A: Give me . . . that.

B: What?

A: That. What is that in English?

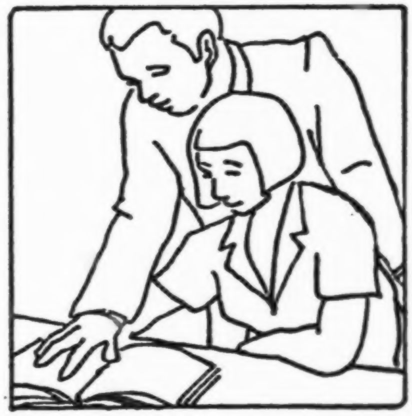
B: Oh that. That's an eraser.

A: Eraser. Thanks.

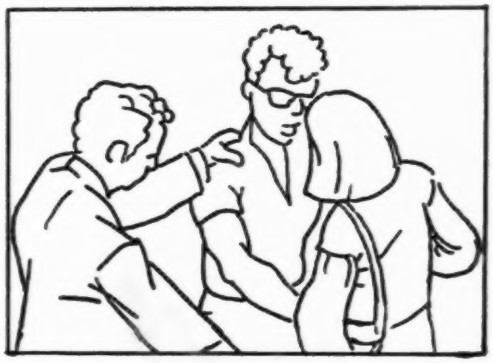
LISTEN AND SAY

THIS

1.

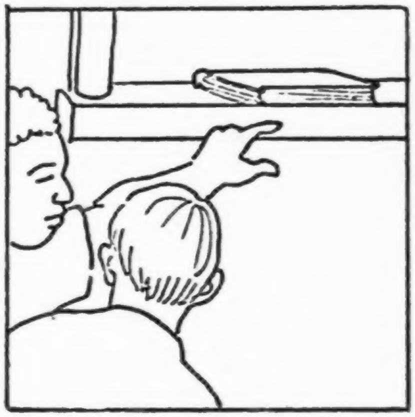


2.

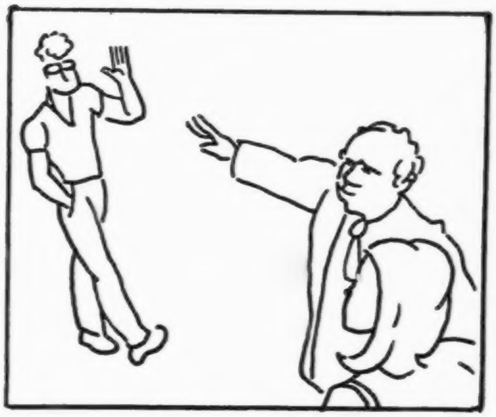


THAT

1.



2.



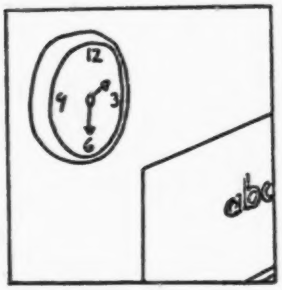
VOCABULARY

"IN ENGLISH CLASS"

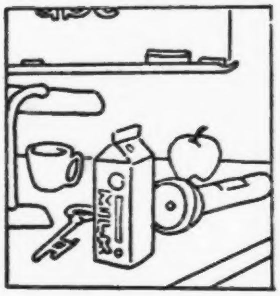
LOOK AT:

THE BLACKBOARD,

A PICTURE,



THE CLOCK,



THINGS.

READ:

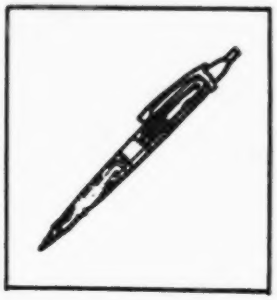
THE BOOK,

A DICTIONARY,

SIGNS,

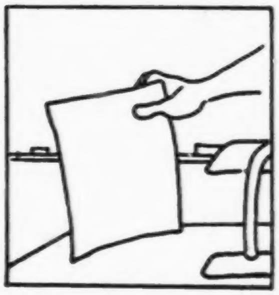
A NEWSPAPER.

WRITE:



WITH A PEN,

OR A PENCIL,



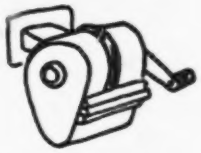
ON PAPER,

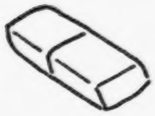
OR WITH CHALK.

MORE VOCABULARY

"IN ENGLISH CLASS"

WHAT'S THIS?

1.


2.


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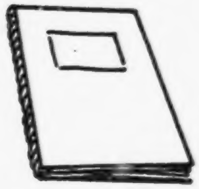

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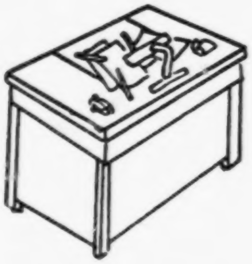

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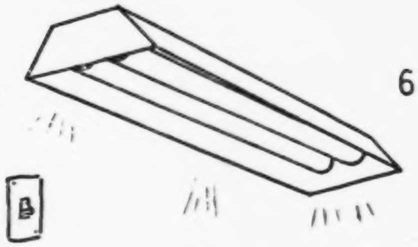

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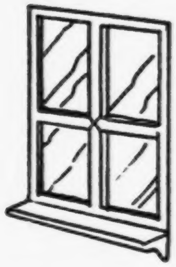

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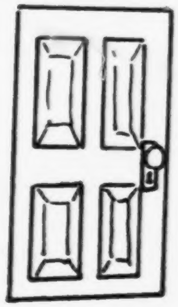
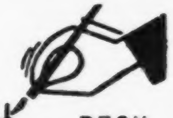


WRITE THE NUMBER



__4__ DESK

_____ DOOR

_____ ERASER

_____ NOTEBOOK

_____ PENCIL SHARPENER

_____ LIGHT

_____ WINDOW

MORE VOCABULARY

NAME OTHER THINGS IN THE CLASSROOM.

_______________ _______________ _______________

_______________ _______________ _______________

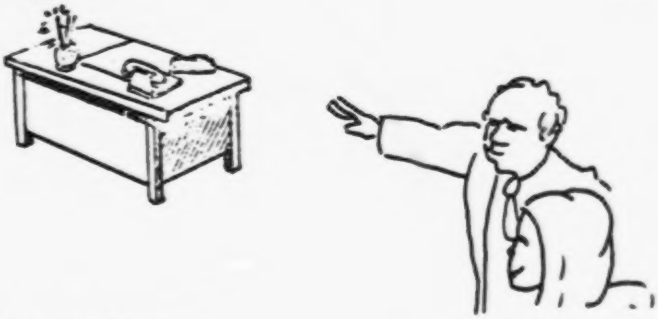
_______________ _______________ _______________

LISTEN AND SAY

"THERE"

①

②



"HERE"

①

②

PAIR PRACTICE

"A" ➡ "B"

1. A: WHERE ARE THE BOOKS?
B: LOOK OVER THERE.
A: OH. THANK YOU.

2. A: WHERE __________?
B: LOOK OVER THERE.
A: ________________

3. A: WHERE __________?
B: ________________
A: ________________

"B" ➡ "A"

4. B: WHERE'S THE ERASER?
A: LOOK HERE.

5. B: WHERE ____________?
A: LOOK HERE.
B: ____________________

6. B: WHERE ____________?
A: __________________.
B: __________________.

VOCABULARY

OLD

NEW

TELL THE CLASS

WHAT NEW THING DO YOU HAVE?

WHAT OLD THING DO YOU HAVE?

EXAMPLES:

1. I HAVE A NEW SHIRT AND OLD SHOES.
2. I HAVE AN OLD BOOK.
   I DON'T HAVE A NEW THING.

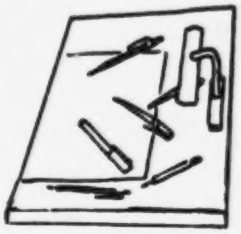
GAME: TRY TO SELL IT

PUT THINGS ON THE TABLE. MAKE 2 GROUPS: SELLERS AND BUYERS. SELLERS WILL TRY TO SELL SOME OF THE THINGS.

LOOK AND SAY

HOW MANY _____?

HOW MANY PENS ARE THERE?



PENS

PICTURES

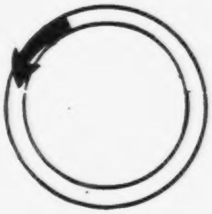
PAGES

DO AND WRITE

COUNT THE THINGS IN THE CLASSROOM.
WRITE THE NUMBER.

WHAT?	HOW MANY?	WHAT?	HOW MANY?	WHAT?	HOW MANY?
CHAIRS	______	______	______	______	______
BOOKS	______	______	______	______	______
TEACHERS	______	______	______	______	______

CIRCLE PRACTICE



A: HOW MANY PENS ARE THERE?

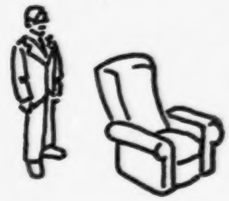
B: __________.
HOW MANY PENCILS ARE THERE?

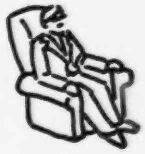
C: __________.
HOW MANY PICTURES ARE THERE?

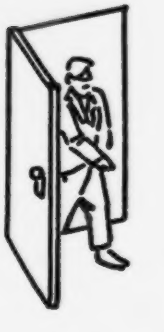
D: __________.

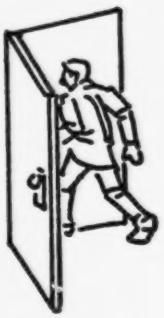
1. PENS
2. PENCILS
3. PICTURES
4. WINDOWS
5. __________
6. __________

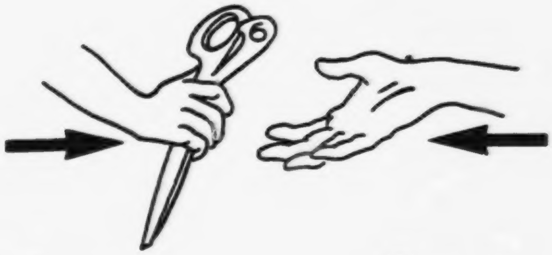
VOCABULARY (REVIEW)


STAND UP.

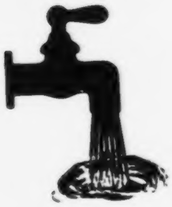

SIT DOWN.

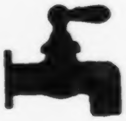

COME IN.

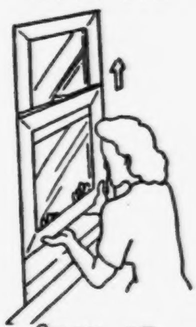

GO OUT.

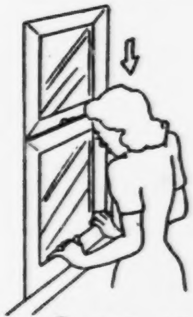

GIVE IT.

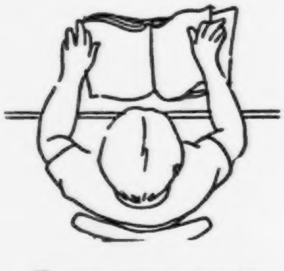
TAKE IT.

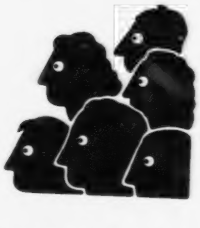

TURN IT ON.

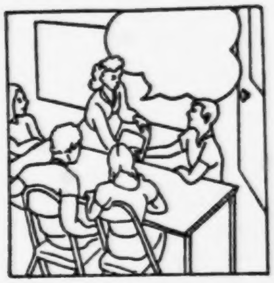

TURN IT OFF.


OPEN IT.

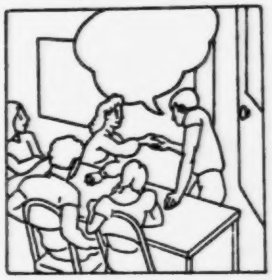

CLOSE IT.


TURN THE PAGE.


LOOK AT IT.


ASK.

"WHAT'S YOUR ZIP CODE?"


ANSWER.

"60622."

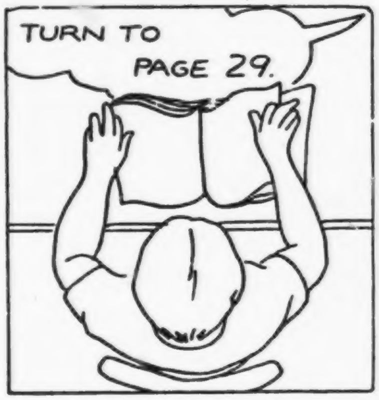
REPEAT.

T: "GIVE ME THE BOOK."
A&B: "GIVE ME THE BOOK."

LISTEN AND DO

"PAGES"

1. PICK UP YOUR BOOK.
2. OPEN YOUR BOOK.
3. TURN TO PAGE ____.
4. LOOK AT THE TELEPHONE.
5. SAY THE NUMBER.
6. TURN TO PAGE ____.
7. LOOK AT THE PICTURE.
8. WHAT'S THERE?
9. ANSWER: IT'S A ______________.


TURN TO PAGE 29.

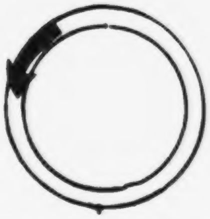
PAIR PRACTICE

LOOK AT A PICTURE IN YOUR BOOK.

A: TURN TO PAGE _81_.
WHAT'S THERE?
B: IT'S A __________.

B: LOOK AT PAGE ____.
WHAT IS IT?
A: IT'S A __________.

CIRCLE PRACTICE



"HERE IT IS."

A: PLEASE GIVE ME YOUR ERASER.

B: O.K. HERE IT IS.

A: THANK YOU.

B: PLEASE GIVE ME YOUR DICTIONARY.
C: O.K. HERE IT IS.
B: THANK YOU.

C: PLEASE GIVE ME YOUR NOTEBOOK.
D: O.K. HERE IT IS.
C: THANK YOU.

D: PLEASE GIVE ME YOUR ______.
E: ______________________________
D: ______________________________

1. ERASER
2. DICTIONARY
3. NOTEBOOK
4. BOOK
5. ______________
6. ______________

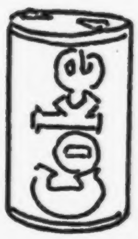
SPECIAL SECTION

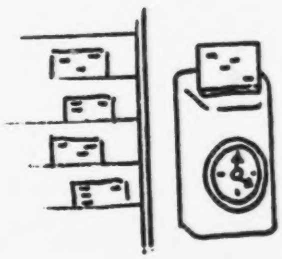
CAN I USE YOUR __________?

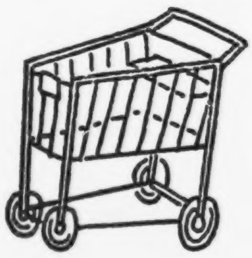
THANK YOU VERY MUCH.
YOU'RE WELCOME.

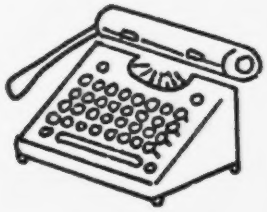
VOCABULARY: EXTRA PRACTICE

WHAT IS THIS IN ENGLISH?









LISTEN AND DO

"WHO'S 123-45-6781"?
(SOCIAL SECURITY NUMBERS)

1. SAY A NAME. ("____________")
2. ___________, WALK TO THE BLACKBOARD.
3. ___________, WRITE YOUR SOCIAL SECURITY NUMBER.
4. ___________, SIT DOWN.
5. DO IT AGAIN. (1, 2, 3, AND 4)
6. MAKE A LIST.
7. READ ALL THE NAMES AND NUMBERS.
8. NOW, ERASE THE NAMES.
9. ASK: "WHO'S ___________?" (A NUMBER)
10. ANSWER: "THAT'S ME."
11. DO IT AGAIN. (9-10)

ROLE PLAY

YOU ARE IN A STORE. TAKE A NUMBER.
ONE STUDENT READS THE NUMBER.
SAY: "THAT'S ME."

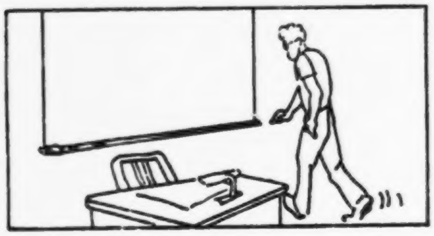
PAIR PRACTICE (WITH PICTURES)

"A" → "B"

A: LOOK AND SAY.

B: LISTEN AND DO. (CLOSE YOUR BOOK.)

1.



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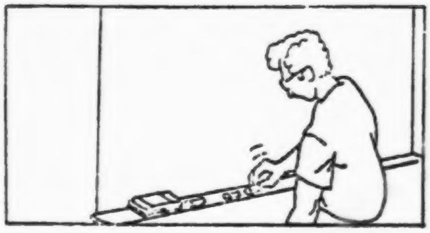

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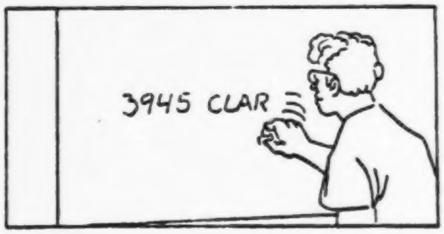

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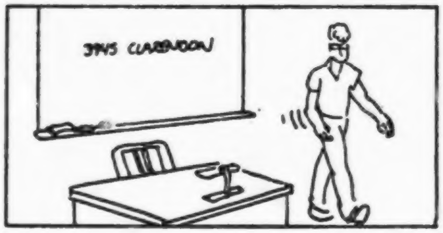
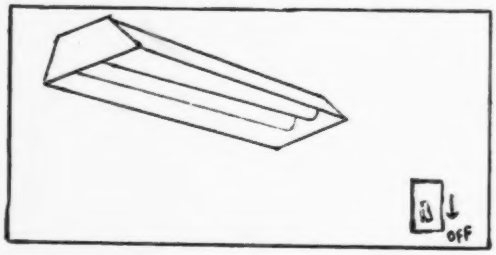


"B" → "A"

B: LOOK AND SAY.

A: LISTEN AND DO. (CLOSE YOUR BOOK.)

1.



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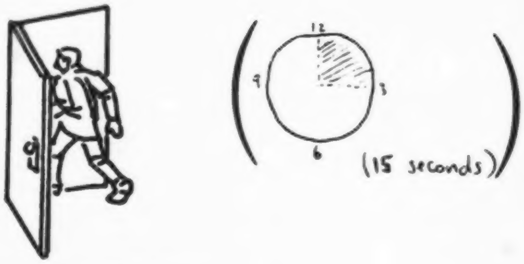

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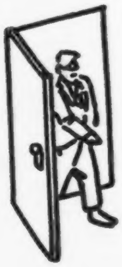

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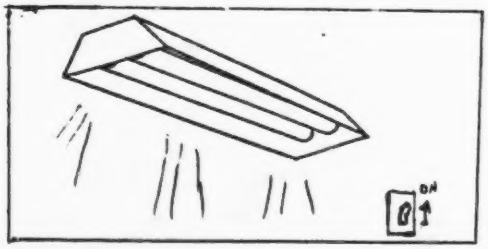


DIALOGUE THEATER

1. IN A STORE.

A: WHERE ARE THE PENS?

B: LOOK OVER THERE.

A: THANK YOU.

2. IN AN OFFICE.

C: WRITE YOUR NAME AND PHONE NUMBER HERE.

D: O.K. CAN I USE YOUR PENCIL?

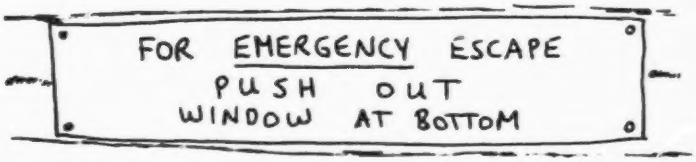
C: SURE.

D: THANKS.

3. IN A BUS.

E: PLEASE OPEN THE WINDOW.

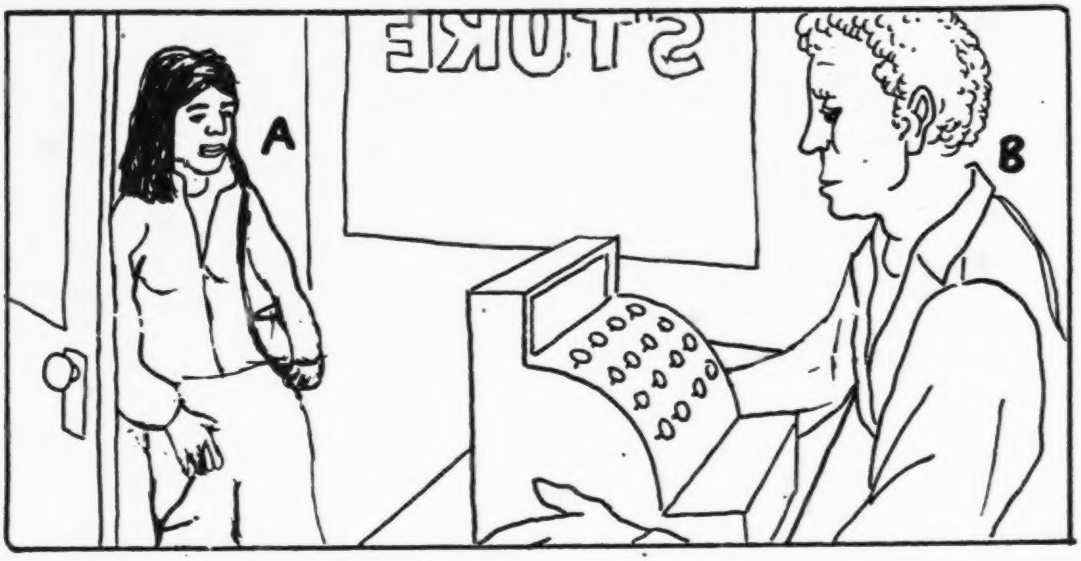
F: SORRY. LOOK.



DON'T OPEN THE WINDOW.

E: OH.

ROLE PLAY



A: YOU ARE IN A STORE.

YOU WANT THINGS IN THE STORE.

ASK B: "WHERE __________?"

B: YOU WORK IN THE STORE.

ANSWER A.

SUMMARY

201/UNIT THREE

"What Is That in English"

VOCABULARY

ASK	SAY	DO	
What?	THIS	OPEN	CLOSE
Where?	THAT	TURN ON	TURN OFF
How many?	Please	GO IN	GO OUT
Who?	Thank you	COME IN	COME OUT

Things

ERASER
PENCIL
PENCIL SHARPENER
PEN
CHALK

PAPER
NOTEBOOK
DICTIONARY
BOOK
BLACKBOARD

WINDOW
DOOR
LIGHT
PICTURE

Places

HERE
THERE

OVER HERE
OVER THERE

STORE
CLASS

BUS
OFFICE

GRAMMAR

1.

What	IS	THIS THAT IT YOUR NAME	?

2.

It This That	IS	A MY	NOTEBOOK PEN PICTURE	.

3.

How many	CHAIRS TEACHERS	ARE THERE	?

4.

Please give me	YOUR	ERASER DICTIONARY BOOK	.
Can I use			?

5.

Ask Answer	THE QUESTION	.

Say Give	THE ANSWER	.

COURSE 201

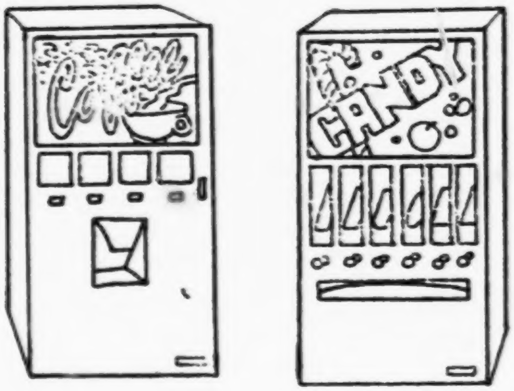
UNIT 4

"GOT CHANGE FOR A DOLLAR?"

COMMUNICATION OBJECTIVES COVERED:

201-10	UNDERSTANDING AND GIVING SIMPLE COMMANDS
201-12	IDENTIFYING AND COUNTING MONEY
201-15	EXPRESSING UNDERSTANDING AND NOT UNDERSTANDING

DIALOGUE



A: Coffee?

B: Yes.
Good idea.

A: Got change for a dollar?

B: Sorry. What?

A: Change?
Do you have 4 quarters?

B: Oh. Let's see.
Yes. Here.

A: Thank you.

B: No problem.

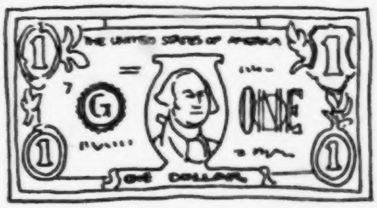
LISTEN AND SAY

ONE CENT
A PENNY

FIVE CENTS
A NICKEL

TEN CENTS
A DIME

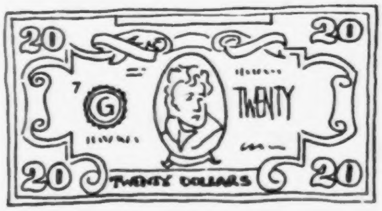
25 CENTS
A QUARTER



ONE DOLLAR
A DOLLAR
A SINGLE

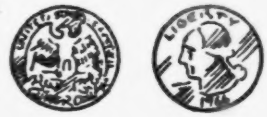
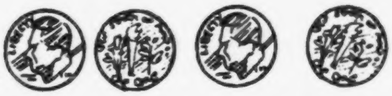
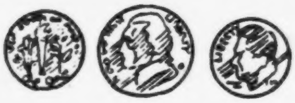
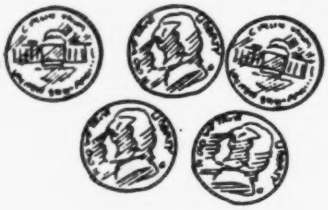
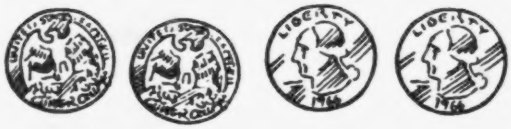
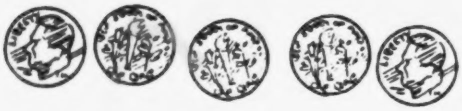
5 DOLLARS
A FIVE

TEN DOLLARS
A TEN



TWENTY DOLLARS
A TWENTY

SAY THESE

1. 
2. 
3. 
4. 
5. 
6. 

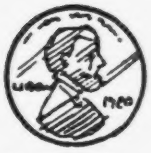
A. 2 DIMES AND A NICKEL
B. 5 NICKELS
C. 4 QUARTERS
D. 5 DIMES
E. 2 QUARTERS
F. 4 DIMES

LOOK AND ANSWER

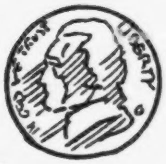
Look at your money.
Say the answer.
Circle the answer.

EXAMPLE:

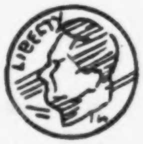
A: Do you have a penny?
B: Let's see. Yes.
A: How many?
B: Eight (8).



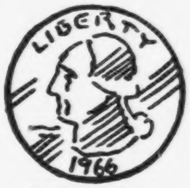
Yes No
How many? ___



Yes No
How many? ___

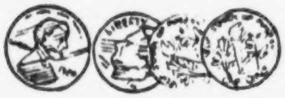


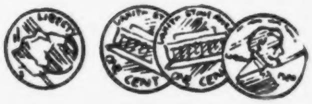
Yes No
How many? ___

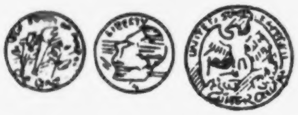


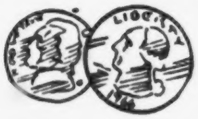
Yes No
How many? ___

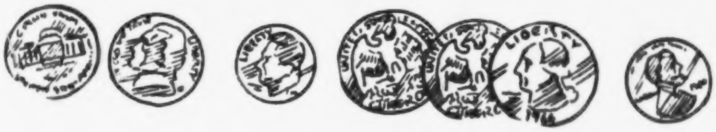
LISTEN AND COUNT

1. 

2. 

3. 

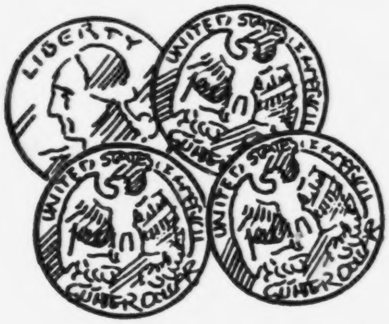
4. 

5. 

PAIR PRACTICE

EXAMPLE:

A: Got change for a dollar?
B: Four quarters?
A: Yes. Thank you.

1


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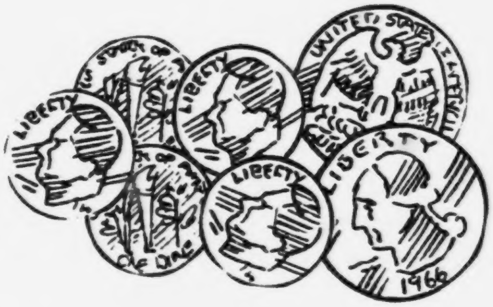

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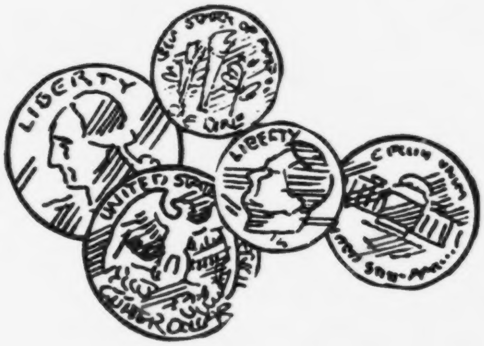

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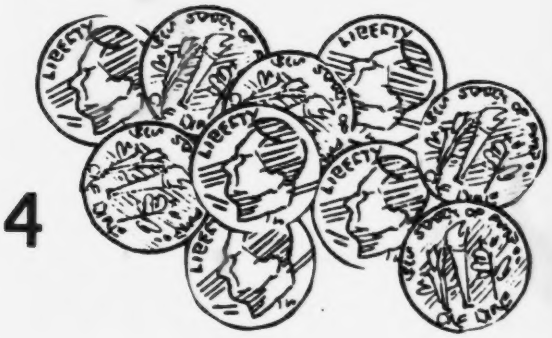


5 ____________________

SPECIAL SECTION: Asking for Special Change

EXAMPLE: You want

You have

"Got 2 nickels for a dime?"

LISTEN AND DO

"GO TO THE STORE"

1. LOOK IN THE REFRIGERATOR.
2. YOU NEED TO GO TO THE STORE.
3. GET A PENCIL AND SOME PAPER.

4. MAKE A LIST. WHAT DO YOU WANT?

YOU:

_____________.
_____________.
_____________.

5. O.K. NOW, CHECK YOUR MONEY.
   DO YOU HAVE MONEY?

YOU:

YES.

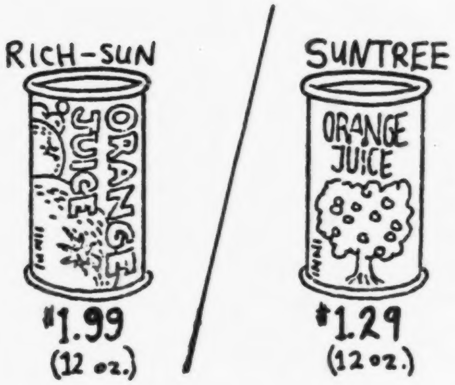
6. GO TO THE STORE.
7. LOOK AT THE PRICES.

VOCABULARY

$	¢	HOW MUCH?	
DOLLAR	CENTS	EXPENSIVE	$$$$
$1.00	25¢	NOT EXPENSIVE	¢¢

DIALOGUES

1.



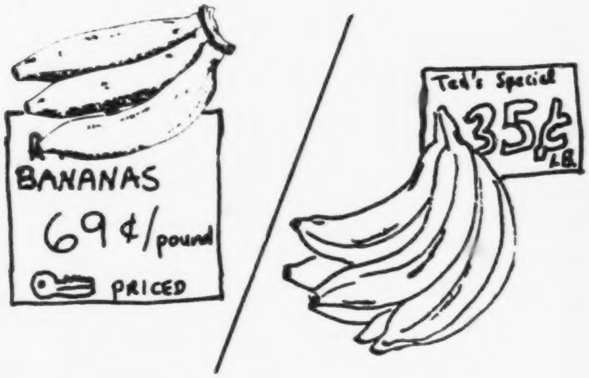
A: LOOK OVER THERE.
HOW MUCH IS THE ORANGE JUICE?

B: $1.99.

A: THAT'S EXPENSIVE.
LOOK AGAIN.

B: OH. I SEE. $1.29.

2.



C: HOW MUCH ARE BANANAS?

D: 69¢ AT KEY.

C: THAT'S EXPENSIVE.
HOW MUCH AT TED'S?

D: 35¢.

C: THAT'S BETTER.

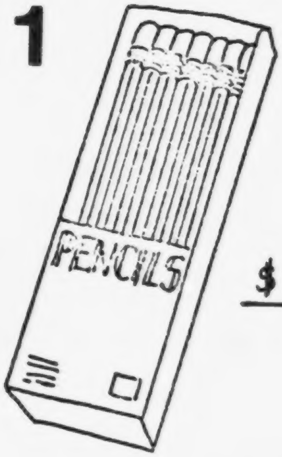
SAY THESE PRICES

1. 25¢
2. 10¢
3. 52¢
4. 32¢
5. $6.00
6. $3.14
7. $11.11
8. $19.00
9. $17.50
10. $29.00
11. $4.63
12. $16.48

LISTEN, SAY, AND WRITE

"HOW MUCH IS IT?"

1



$ ____________

2

____________ ¢

3

$ ____________

4

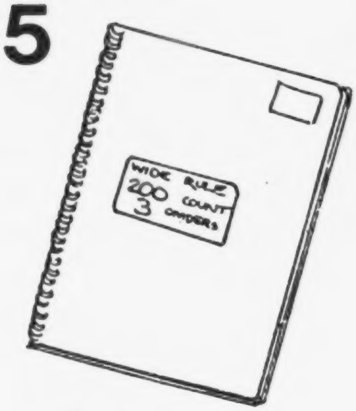
____________ ¢

CIRCLE PRACTICE

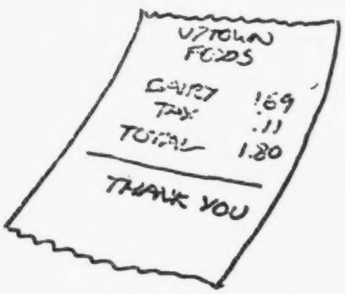
A: HOW MUCH ARE THE PENCILS?
B: THEY'RE ______________.
HOW MUCH ARE THE BEANS?
C: THEY'RE ______________.
HOW MUCH IS THE COFFEE?
D: IT'S ______________.
HOW MUCH IS THE MILK?

1. PENCILS
2. BEANS
3. COFFEE
4. MILK
5. NOTEBOOK
6. ________
7. ________
8. ________

5



$ ____________



6

$ ____________

VOCABULARY

1.

WORK

2.

GET PAID

3.

CASH A CHECK

4.

BUY FOOD

GAME: "TRY TO BUY IT"

YOUR FRIEND HAS A NICE PEN, PENCIL, OR ________________.
BUT IT IS EXPENSIVE.

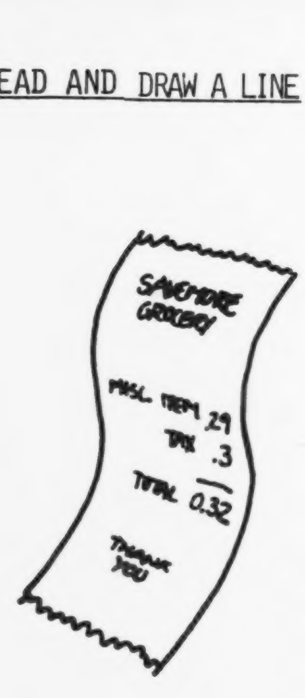
EXAMPLE:

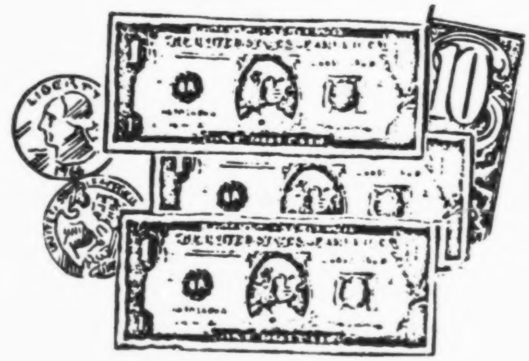
A: THAT'S A NICE PENCIL.
HOW MUCH IS IT?

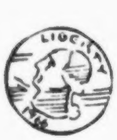
B: $10.00.

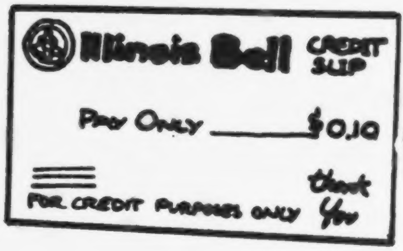
A: THAT'S EXPENSIVE.
NO, THANK YOU.

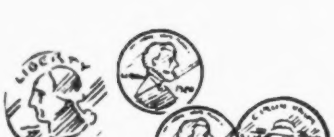
READ AND DRAW A LINE

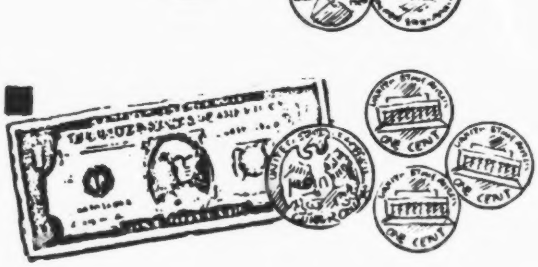


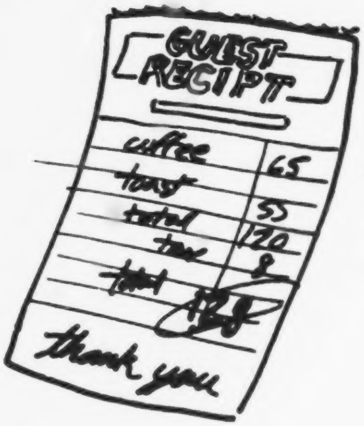

THE UNITED STATES OF AMERICA
LIBERTY
10

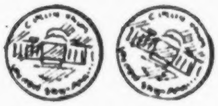


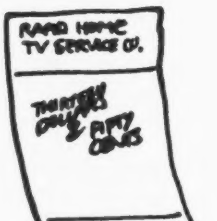


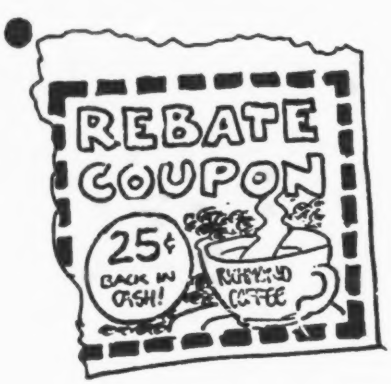



THE UNITED STATES OF AMERICA
ONE CENT





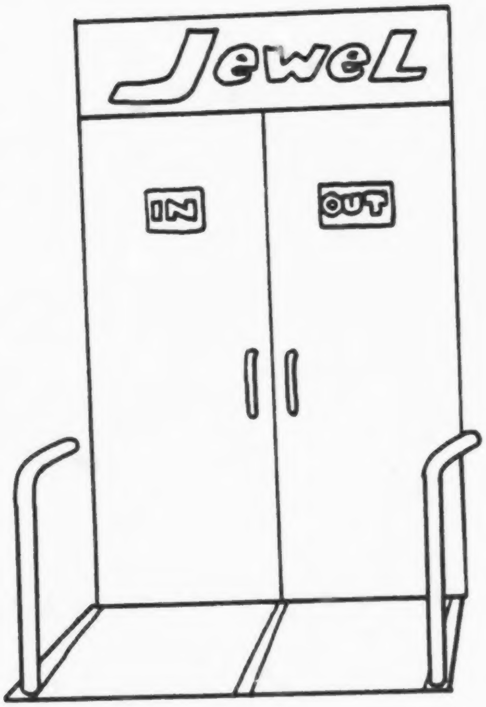




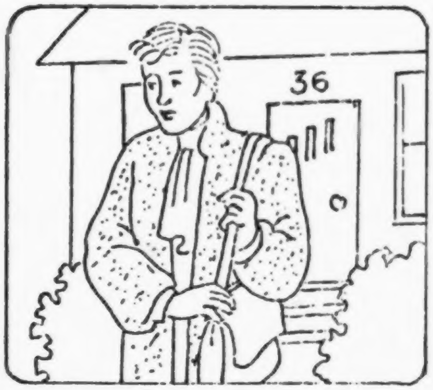
READ, LISTEN, AND WRITE

LISTEN; WRITE.

1 ____________________
2 ____________________
3 ____________________
4 ____________________
5 ____________________
6 ____________________
7 ____________________
8 ____________________
9 ____________________
10 ____________________



TELL THE STORY



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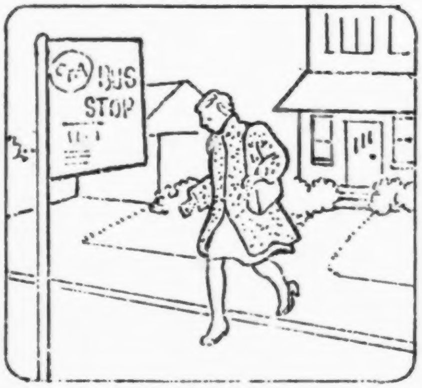

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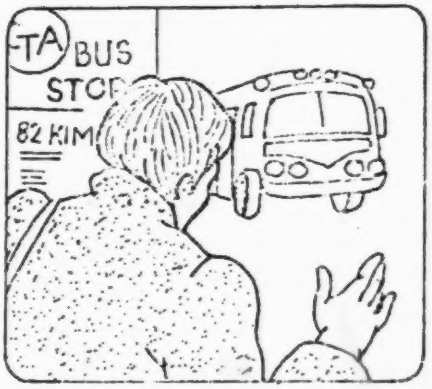

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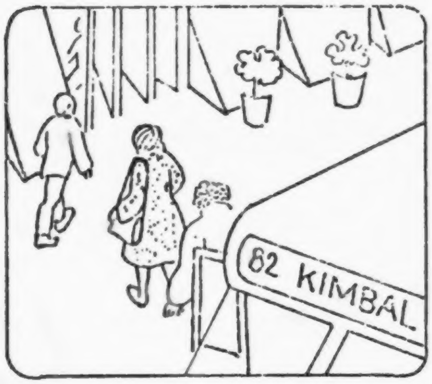

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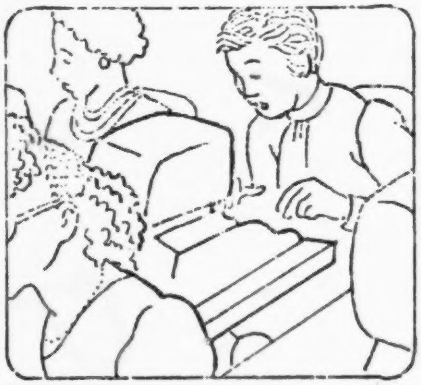

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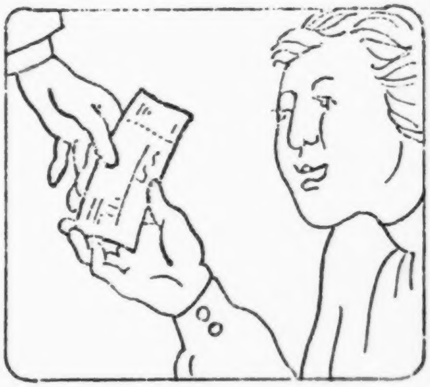

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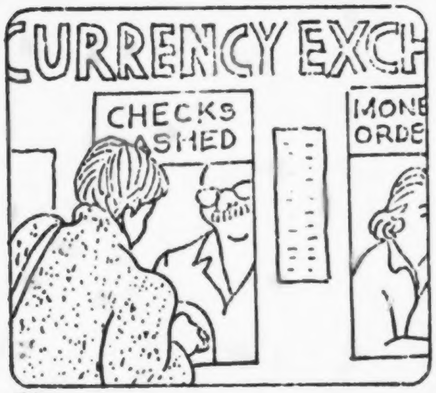

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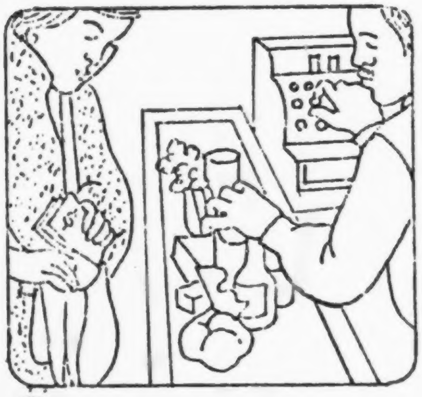

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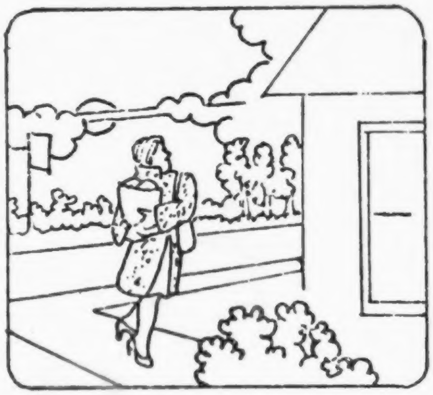
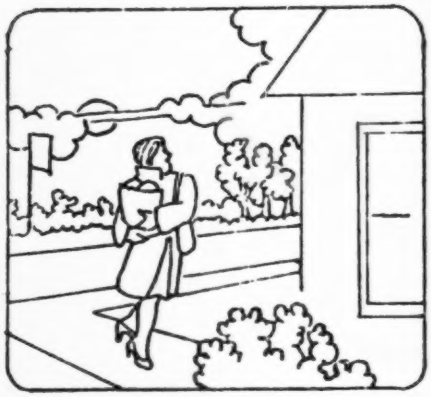


9

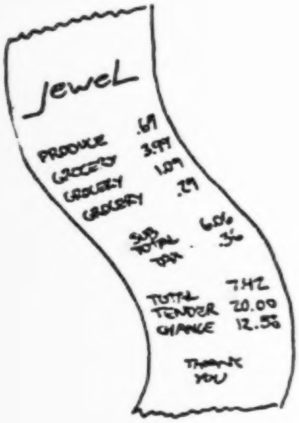
TELL YOUR STORY

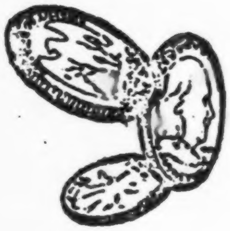
LISTEN AND DO

"HOW MUCH WAS IT?"



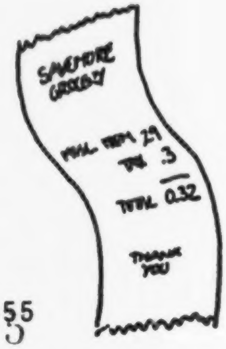
1. AFTER SHOPPING, YOU COME HOME.
2. BRING IN THE BAG.
3. PUT IT ON THE TABLE.
4. TAKE OUT THE RECEIPT.
5. HOW MUCH WAS IT?
6. FIND THE TOTAL.
7. WAS IT A LOT?
   YOU: YES. OR NO.
8. TAKE OUT YOUR CHANGE.
9. HOW MUCH WAS IT?
10. IS IT RIGHT?
    YOU: YES. OR NO.
11. PUT EVERYTHING AWAY.



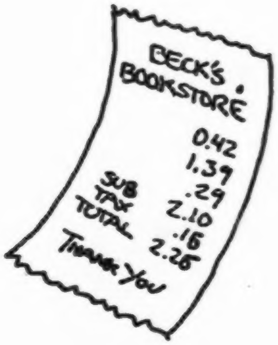


MAKE A LIST

LOOK AT THE RECEIPTS.
WRITE THE TOTALS.
LISTEN TO THE TEACHER.



DIALOGUE



A: O.K.
That's $2.26.
Got a penny?

B: Excuse me.

A: You have a penny?

B: I'm sorry. I don't understand.

A: One penny?

B: Oh. Yes. Here.
Sorry.

C: No problem.

SUBSTITUTION PRACTICE PLUS

EXAMPLE:

T: I don't understand.
You: Excuse me. I don't understand.
T: I don't speak English.
You: Excuse me. I don't speak English.

1. I don't understand.
2. I don't speak English.
3. Slower, please.
4. Repeat, please.
5. What did you say?

* Excuse me.
* I'm sorry.

LISTEN AND SPEAK

1. Birthplace:

You: Excuse me. What's "birthplace"?
Teacher: ____________________.
You: Thank you.

2. Teacher: ____________________.

You: Excuse me?
Teacher: ____________________.
You: Slower, please.
Teacher: ____________________.
You: Thank you. It's _ _ _-_ _-_ _ _ _ _.

3. Teacher: ____________________.

You: Sorry?
Teacher: ____________________.
You: Spell my last name? It's _ _ _ _ _ _ _ _ _ _ _ _ _ _.
Teacher: ____________________.

4. Teacher: ____________________.

You: Excuse me?
Teacher: ____________________.
You: I'm sorry. I don't understand.
Teacher: ____________________.
You: Oh. O.K.

DIALOGUE THEATER

1. AT WORK

A: HEY, TONY.
GET ME THE ALLIGOWAGGERTRIMMER.

B: WHAT?

A: YOU KNOW, THE GRIBBERDING.

B: WHAT THING?

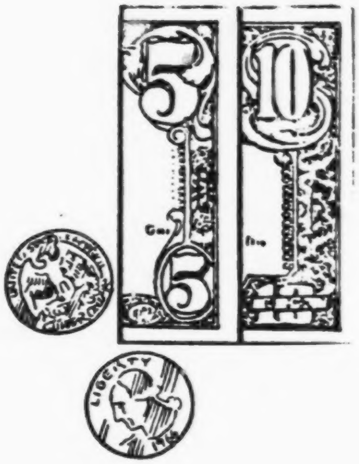
A: THE BIG GRIBBERDING.

B: I DON'T UNDERSTAND.

A: NEVER MIND. GET EDDIE.

B: O.K.

2. IN A STORE



C: THAT'S $15.50.

D: WHAT? 50.50?

C: NO. FIFTEEN DOLLARS. ONE-FIVE.

D: O.K. HERE.

C: AND FIFTY CENTS. FIVE-OH.

D: SORRY. HERE.

C: DON'T WORRY ABOUT IT.

DISCUSS

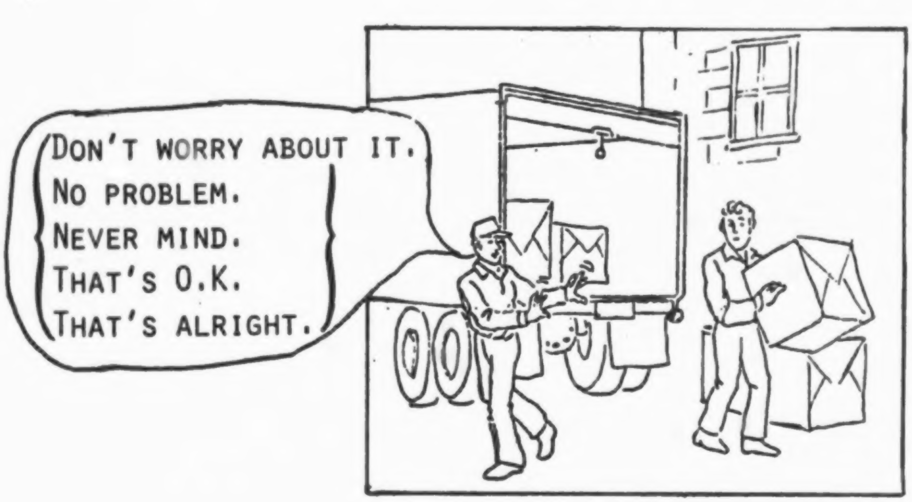
1. WHEN DO YOU SAY "HUH?" WHEN DO YOU SAY "PLEASE REPEAT?"

{"WHAT?"
"HUH?"}

{"EXCUSE ME."
"I'M SORRY. WHAT?"}

"I'M SORRY.
I DON'T UNDERSTAND.
PLEASE REPEAT."

2. SOMEONE SAYS:


DON'T WORRY ABOUT IT.
NO PROBLEM.
NEVER MIND.
THAT'S O.K.
THAT'S ALRIGHT.

WHAT DO YOU DO NOW?

SUMMARY

201/UNIT FOUR

"GOT CHANGE FOR A DOLLAR?"

VOCABULARY

MONEY

PENNY
NICKEL
DIME
QUARTER
DOLLAR

ONE
FIVE
TEN
TWENTY
FIFTY

PAY
GET CHANGE
BUY
SELL
TOTAL

FOOD AND THINGS

ORANGE JUICE
MILK
COFFEE

BEANS
BANANAS

PENCILS
PENS
PAPER
NOTEBOOK

THAT'S... { EXPENSIVE. / NICE. }

COMMUNICATION

I'M SORRY?
EXCUSE ME?
WHAT?

SLOWER, PLEASE.
PLEASE REPEAT.

THAT'S O.K.
NO PROBLEM.
NEVER MIND.

LET'S SEE....
NOW, ...

GOOD IDEA!
I UNDERSTAND.

GRAMMAR

1.

Go	TO	THE STORE WORK	.
	HOME OUT IN		

2.

GIVE ME	A	DOLLAR QUARTER NICKEL	.
	SOME	DOLLARS QUARTERS NICKELS	

3.

GET	A	PENCIL NOTEBOOK	.
	SOME	PAPER CHANGE	

4.

PUT	IT YOUR MONEY EVERYTHING	ON THE TABLE HERE AWAY	.

5.

Do	YOU HAVE	CHANGE A DOLLAR A DIME	?
	YOU HAVE		./?

6.

I YOU WE THEY		UNDERSTAND	.
	DO NOT	UNDERSTAND	
	DON'T		

COURSE 201

UNIT 5

"WHO'S THAT?"

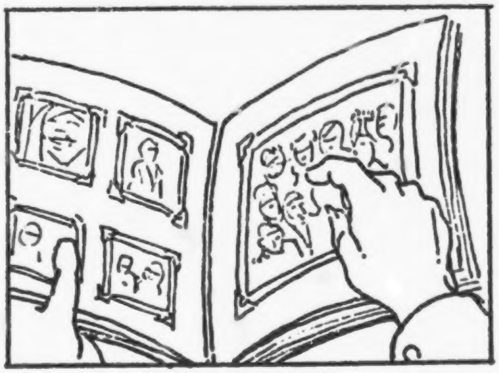
COMMUNICATION OBJECTIVES COVERED:

- 201-4 INTRODUCING AND IDENTIFYING OTHERS (NAME, RELATIONSHIP)
- 201-5 INTRODUCING AND IDENTIFYING OTHERS (NATIONALITY, LANGUAGE)
- 201-6 DESCRIBING ONE'S FAMILY

DIALOGUE

Rosa: What's that?

Anna: It's my wedding picture.



Rosa: Oh, there's you.
Who's this and this . . .
and that . . . ?

Anna: Wait a minute.

Anna: Here's me.
And here's my husband, Roger.
And this is my mother . . . and my father.

Rosa: Oh, how nice.
What a nice family!

Anna: Thank you.

VOCABULARY

Look at the picture on page 64.
Look, listen, and say.

---

parents

mother

father

grandparents

grandmother

grandfather

---

sister-in-law

brother-in-law

mother-in-law

father-in-law

---

other relatives

sister
brother

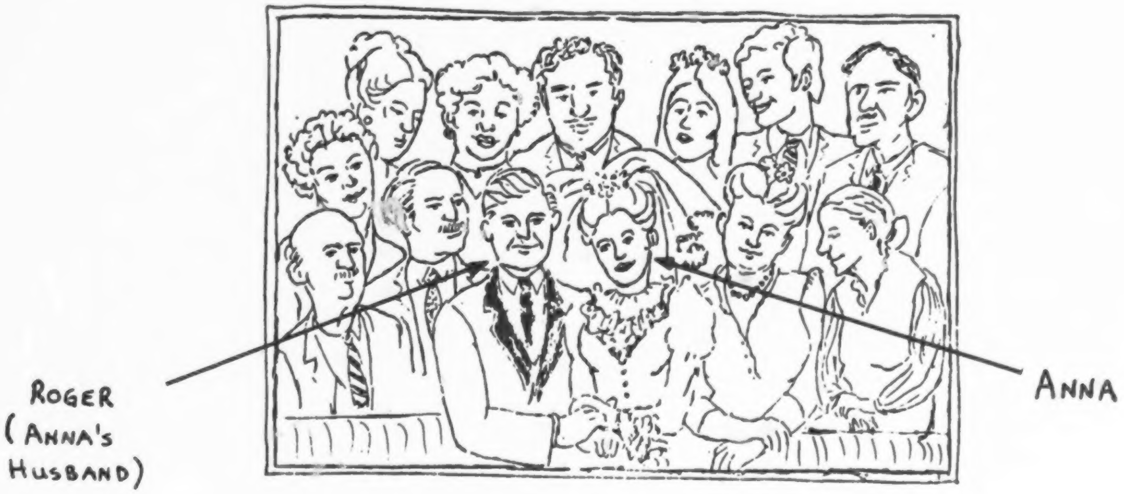
daughter
son

aunt
uncle
cousin

niece
nephew

PAIR PRACTICE

LOOK AT THE PICTURE BELOW.



A: INTRODUCE ROGER'S FAMILY.
B: ASK "WHO'S THIS?"

A: THIS IS HIS FATHER.
B: AND WHO'S THIS?
A: HIS GRANDFATHER.

A: THIS IS HIS __________.
B: AND WHO'S THIS?
A: HIS __________.

A: THIS IS ________.
B: AND WHO'S ________.
A: ________________.

- sister + brother-in-law
- mother + father
- grandfather

B: INTRODUCE ANNA'S FAMILY
A: ASK ABOUT SOMEONE.

B: THIS IS HER MOTHER.
A: AND THIS?
B: THAT'S HER GRANDMOTHER.

B: THIS IS HER ________.
A: AND THIS?
B: THAT'S HER _________.

B: THIS ________
A: AND ________?
B: ________________.

- sister + brother-in-law
- mother + father
- grandmother

DISCUSS

Bring a family picture to class.

Introduce your family.

Say: "This is my ______________."

"$\begin{Bmatrix}\text{His}\\ \text{Her}\end{Bmatrix}$ name is ______________."

"$\begin{Bmatrix}\text{He}\\ \text{She}\end{Bmatrix}$ lives in ______________."

Answer questions:

1. "Is $\begin{Bmatrix}\text{he}\\ \text{she}\end{Bmatrix}$ in Chicago?" or "Are they in Chicago?"
2. "Where does $\begin{Bmatrix}\text{he}\\ \text{she}\end{Bmatrix}$ live?" or "Where do they live?"
3. "How old is $\begin{Bmatrix}\text{he}\\ \text{she}\end{Bmatrix}$?"
4. "Do you like $\begin{Bmatrix}\text{him}\\ \text{her}\end{Bmatrix}$?"

ANSWERS:

Yes.
He's OK.
I like her a lot.
No. Not much.

INTERVIEWS

Ask other students some more questions.

How many brothers and sisters do you have?

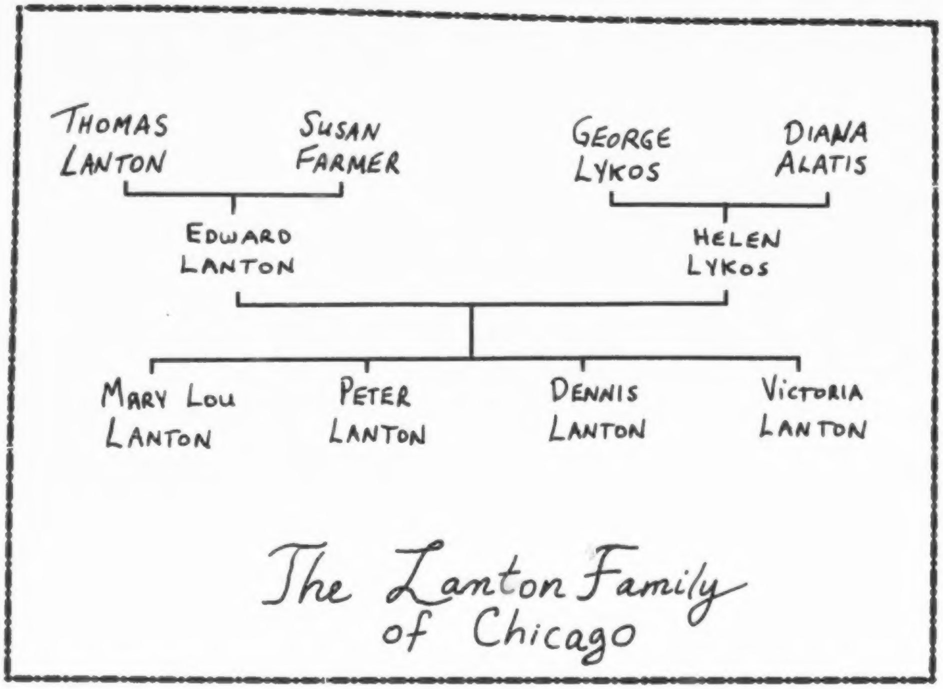
Are you married?

Do you have any children?

etc.

Then, tell the class the answers.

READ



The Lanton Family of Chicago

WRITE

1. Edward Lanton is Thomas Lanton's _______________.
2. Helen L. Lanton is Peter's _______________.
3. Susan F. Lanton is Helen's _______________.
4. Mary Lou is Peter's _______________.
5. George Lykos is Victoria's _______________.
6. Dennis is Thomas and Susan's _______________.
7. Helen is Edward's _______________.
8.

WRITE THE LONG NAME

Tom = Thomas

Di = _______________

Ed = _______________

Vicki = _______________

Pete = _______________

Sue = _______________

WRITE AND DISCUSS

EMERGENCY RECORD CARD

NAME ______________________________
LAST FIRST

ADDRESS ______________________________
NUMBER STREET

____
CITY STATE ZIP CODE

HOME PHONE ( ) ______________

IN CASE OF EMERGENCY, CONTACT

NAME ______________________________
ADDRESS ______________________________
TELEPHONE ______________ RELATIONSHIP ______________

LOOK AND SAY

Look at your partner's card.
Read his/her name, address and PHONE NUMBER.
Tell the class.

1. Her/his first name is ______________.
2. ______ last name is ______________.
3. ______ address is ______________.
4. ______ phone number is ______________.

**RELATIONSHIPS: husband/wife brother/sister relative
father/mother son/daughter friend

PAIR PRACTICE

CHANGE BOOKS OR PAPERS WITH YOUR PARTNER.
LOOK AT PAGE ______.
ASK ABOUT PEOPLE IN HER/HIS FAMILY.

A: IS YOUR MOTHER IN CHICAGO?
B: NO, SHE ISN'T/YES, SHE IS.

B: IS YOUR MOTHER IN CHICAGO?
A: YES, SHE IS/NO, SHE ISN'T.

A: IS YOUR FATHER IN CHICAGO?
B: NO, HE ISN'T/YES, HE IS.

B: IS YOUR FATHER IN CHICAGO?
A: NO, HE ISN'T/YES, HE IS.

READ AND WRITE

HIGH SCHOOL STUDENT INFORMATION FORM

STUDENT'S NAME ______________ AGE ___ PLACE OF BIRTH ______________

FATHER'S NAME ______________________ PLACE OF BIRTH ______________

ADDRESS ______________________

____

MOTHER'S NAME ______________________ PLACE OF BIRTH ______________

ADDRESS ______________________

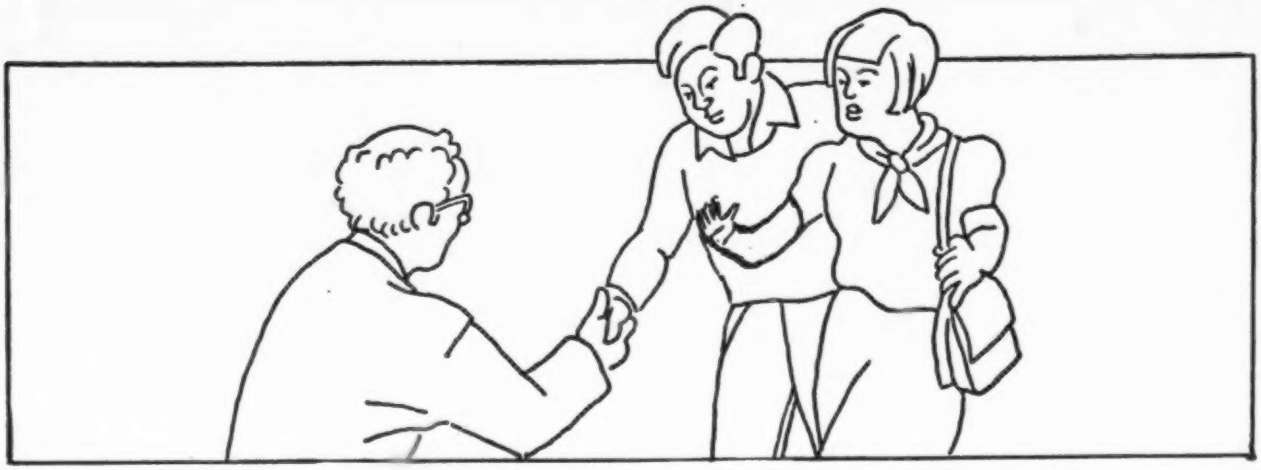
OTHER BROTHERS AND SISTERS

NAME ______________________ AGE ___

NAME ______________________ AGE ___

NAME ______________________ AGE ___

NAME ______________________ AGE ___



DIALOGUE

A: Good morning.
afternoon.
evening.

Teacher: Hello, ______________. How are you?
(A's name)

A: Fine, thanks. ______________, this is my friend.
(Teacher's name) (B)

She
He
wants to come to class.

Teacher: That's very nice. Welcome to class.

Teacher: (to B) What's your name?

B: ______________
(name)

Teacher: Where are you from?

B: I'm from ______________.
(country)

Teacher: This is a new student, ______________.
(B's name)

Please welcome him
her
to class.

(Turn to page 2 or page 10.)

CIRCLE PRACTICE

Ask: Where are you from?
What language do you speak?

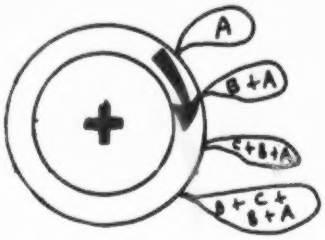
WRITE

Answer:

I'm from ______________.
____
____
____
____
____
____

(languages)
I speak ______________.
____
____
____
____
____
____

CIRCLE PRACTICE PLUS



A: I'm from ______________.
B: I'm from ______________.
He's / She's } from ______________.
C: He's / She's } from ______________.
____ from ______________.
I'm from ______________.

A: I speak ______________.
B: She / He } speaks ______________.
I speak ______________.
C: She / He } speaks ______________.
____ speaks ______________.
I speak ______________.

Ana kalam al arabii.

JEG TALER DANSK.

I speak English.

HABLO ESPAÑOL.

Eu falo Portugues.

Nihon-ga dekimasu.

Je parle français.

Ninasema kiswahili.

PRACTICE THE DIALOGUE (FOR YOU)

A: What's your language?

B: I speak ________.

A: Oh. That's interesting.
Please say "Hello" in ________.

B: O.K.

________________.

That's "Hello" in ________.

A: Thank you.

1. Hello.
2. How are you?
3. Sit down.
4. Come here.
5. My name is ________.
6. I don't understand.
7. ________________
8. ________________

SPECIAL SECTION

1\.

A: Thank you.

B: You're welcome.

2\.

Please say ________.

How do you say ________?

Can you say ________?

3\.

Can you speak my language?

LISTEN AND DO

"NOW MAKE A NEW NAME TAG"

1. Take out your name tag.
2. Read your name.
   ("My name is _________.")
3. Make a new name tag.
4. Write 3 things: name, country, and language.

(NAME) ______________________________

(COUNTRY) ______________________________

(LANGUAGE) ______________________________

5. Put your name tag on.
6. Talk with a friend.
7. Practice pronunciation.

DIALOGUE THEATER

"INTRODUCTION"

A: O.K., everybody.
This is _________________.
$\begin{Bmatrix}\text{She's}\\ \text{He's}\end{Bmatrix}$ from _________________ and
$\begin{Bmatrix}\text{she}\\ \text{he}\end{Bmatrix}$ speaks _________________.

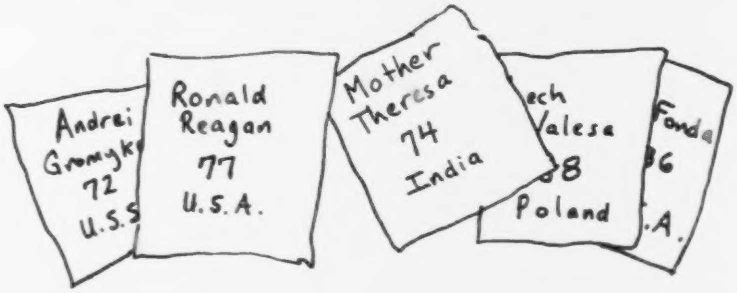
B: Hi, everybody.
Class: Nice to meet you, _________________.
Welcome to English class!!
B: Thank you.
This is a nice class.

GAME: "Who am I"?

1 Write
a name
a country
an age
on a piece of paper.

2 Give the paper to your teacher.

Your teacher will pin a different paper on your back.



3 Ask 1 person in class: "What's my name?

"Where am I from?

"What's my age?

"What's my language?

4 When you know the answers, sit down.

Tell the name, country and age on your paper.

DISCUSS

Get pictures of people.

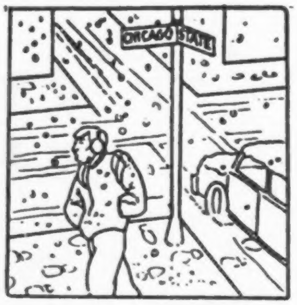
Look at the pictures.

1. Where is she/he from?
2. How old is she/he?
3. What is his/her language?

SPECIAL SECTION

Tell other things about the picture. What's the person doing? See page _____. What does the person look like? See page _____.

TELL THE STORY

1


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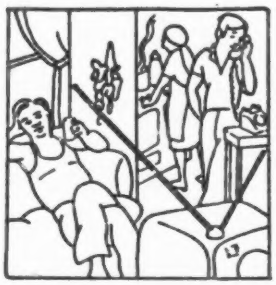

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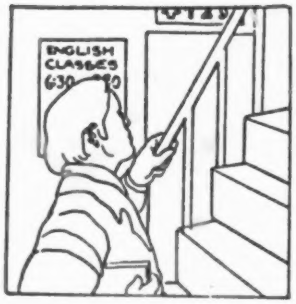

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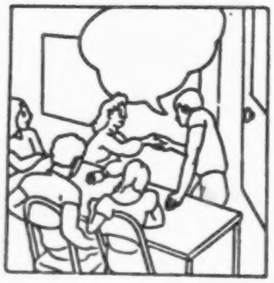

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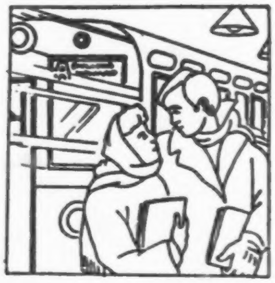

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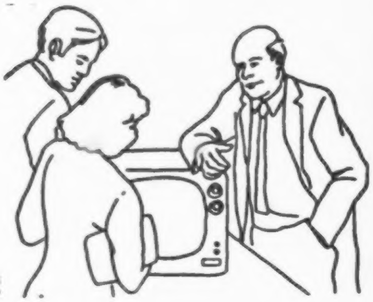

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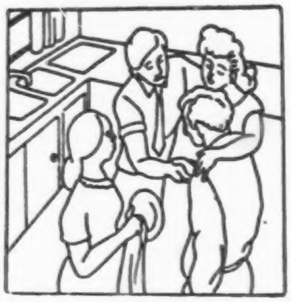

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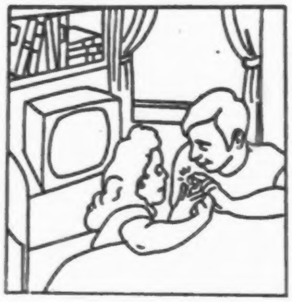

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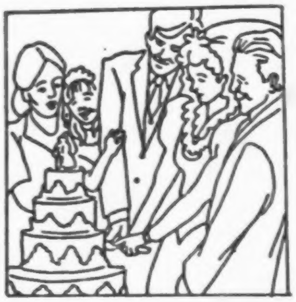


WORDS TO HELP

live in Chicago
come to class
ask questions

study
meet
talk

He likes Maria.
"What's your address?"
go out together

fall in love
get engaged
get married

TELL YOUR STORY

DIALOGUE THEATER

1. On the Street

A: Oh, hi, Jack. How are you?

Jack: Fine, thanks. And you?

A: O.K. Meet my brother ________________.

Jack: Hello, ________________.

Brother: It's nice to meet you.

2. On the phone

B: Is Carmen there?

C: No she isn't.
This is her sister, Marisol.

B: Oh. This is her friend, ________________
Please tell her to call me at 270-8385.

B: 270-8385?

C: Yes, thank you.

B: You're welcome. Bye-Bye.

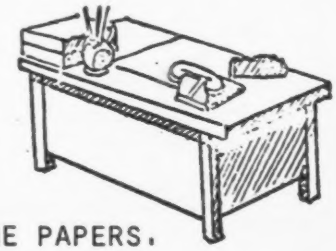
3. In a factory office

D: Mr. Sebert?

Mr. S: Yes.

D: Mr. Sebert, this is my brother-in-law, Mario.
Is there work for him here?

Mr. S: We'll see.
You speak English, Mario?



Mario: A little.

Mr. S: Well, go to the office, fill out the papers.

Mario: Thanks, Mr. Sebert.

4. IN A FACTORY

WORKER:	THIS IS MY COUSIN, AMIR.
FOREMAN:	HE'S FROM IRAQ, TOO?
WORKER:	YES. HE SPEAKS A LITTLE ENGLISH.
FOREMAN:	O.K. TELL HIM TO FILL OUT THE PAPERS.

5. IN ENGLISH CLASS

TEACHER:	I SEE THERE ARE NEW PEOPLE HERE.
STUDENT:	THIS IS MY AUNT AND UNCLE.
TEACHER:	WELCOME TO CLASS. WHAT ARE YOUR NAMES?
STUDENT:	MY AUNT IS ___________ AND MY UNCLE, ___________.
TEACHER:	IT'S NICE TO MEET YOU.

ROLE PLAY

1. A IS IN THE STORE WITH B, HER HUSBAND; C, HER 15 YEAR OLD SISTER; AND D, HER 25 YEAR OLD BROTHER. A SEES HER FRIEND FROM ENGLISH CLASS IN THE STORE.

2. M IS A NEW WORKER AT THE FACTORY. HIS BOSS, N, INTRODUCES HIM TO 3 OTHER WORKERS.

SUMMARY

201/UNIT FIVE

"WHO'S THAT?"

VOCABULARY

Family:

mother
father
parents
sister
brother
wife
husband
daughter
son
children
grandmother
grandfather
grandparents
aunt
uncle
cousin
mother-in-law
____
____

Form:

place of birth
date of birth
years
age
sex
M/F
I.D.
spouse
dependent
contact
emergency
name
first
last
telephone

Languages:

English
Spanish
Chinese
____
____
____
____
____
____
____
____
____

GRAMMAR

1.

<table>
<tr><td>This
That</td><td>is</td><td>my
your
his
her</td><td>mother
father
sister
brother
______</td><td>.</td></tr>
</table>

2.

<table>
<tr><td rowspan="2">Who</td><td>is
's</td><td>this
that</td><td rowspan="2">?</td></tr>
<tr><td>are</td><td>they</td></tr>
</table>

3.

<table>
<tr><td>I
You
We
They</td><td>speak</td><td rowspan="2">English
Cambodian
Polish
Spanish</td><td rowspan="2">.</td></tr>
<tr><td>He
She</td><td>speaks</td></tr>
</table>

4.

<table>
<tr><td>Do</td><td>I
you
we
they</td><td rowspan="2">speak</td><td rowspan="2">French
Russian
Chinese
Spanish</td><td rowspan="2">?</td></tr>
<tr><td>Does</td><td>he
she</td></tr>
</table>

5.

<table>
<tr><td>I
You
We
They</td><td>X</td><td>.</td></tr>
</table>

<table>
<tr><td>Do</td><td>I
you
we
they</td><td>X</td><td>?</td></tr>
</table>

<table>
<tr><td>He
She
It</td><td>X s</td><td>.</td></tr>
</table>

<table>
<tr><td>Does</td><td>he
she
it</td><td>X</td><td>?</td></tr>
</table>

6.

What	is 's	my your his her	name age country number	?

7.

I	my
you	your
he	his
she	her
we	our
they	their

8.

I'm You're He's She's We're They're	from	Chicago Colombia India Mexico Kampuchea	.
	20 35 50	years old	

9.

I am	=	I'm
You are	=	You're
He is	=	He's
She is	=	She's
We are	=	We're
They are	=	They're

10.

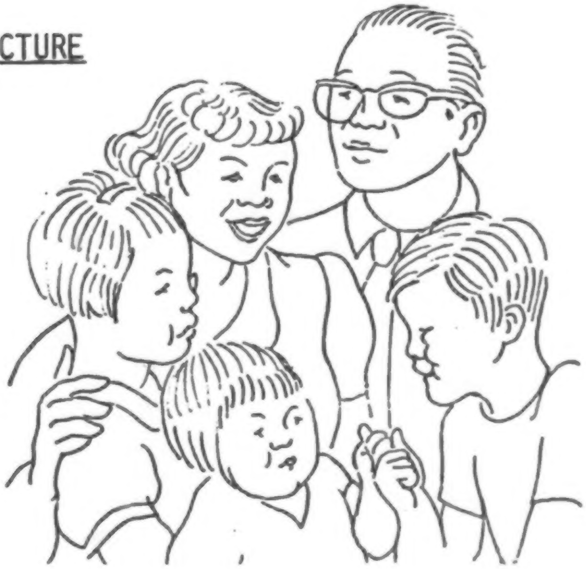
Where	are	you they	from	?
	is	he she		

11.

How old	are	you they	?
	is	he she	

SPECIAL LESSON: CHILDREN

LOOK AT THE PICTURE



VOCABULARY

Parents	=	mother	and	father		
Children	=	son sons	and	daughter daughters	(boy)	(girl)

LISTEN AND ANSWER

Listen to the dialogue 2 times.

Listen to the questions 2 times.

Answer.

1. How many children does Mrs. Lee have?
2. Are the children 2, 6, and 8?
3. How many daughters does Mrs. Lee have?
4. How many children does Mrs. Park have?

DIALOGUE

Mrs. Lee is telling Mrs. Park about Mrs. Lee's children.

Look at the picture of the Lee family.

Mrs. Lee:	Here are my children. My first daughter, Ahn, my second daughter, Kihe, and my son, Jung.
Mrs. Park:	Beautiful children! How old are they?
Mrs. Lee:	Ahn's 8, Kihe is 6, and Jung is 2 years old.
Mrs. Park:	That's nice.

WRITE

Please print
all information

EXAMPLE:

Mr. [✓ Mrs.] Ms. Miss LEE (Last name) SOONHUI (First) ____ (M.I.)

Names of Children:	AHN LEE	Age 8	M	[✓ F]
	KIHE LEE	Age 6	M	[✓ F]
	JUNG LEE	Age 2	[✓ M]	F
	________	Age ____	M	F
	________	Age ____	M	F

SAY THE SENTENCES

Mrs. Lee has 3 children.
Ahn is 8 years old.
Kihe is 6 years old.
Jung is 2 years old.

WRITE

Please print all information

✓ PRINT ~~Signature~~

1. For you:

Mr.
Mrs.
Ms.
Miss. ______________________________
Last name First M.I.

Names of Children: ________________ Age ___ M F
________________ Age ___ M F
________________ Age ___ M F
________________ Age ___ M F
________________ Age ___ M F

2. For a friend:

Mr.
Mrs.
Ms.
Miss. ______________________________
Last name First M.I.

Names of Children: ________________ Age ___ M F
________________ Age ___ M F
________________ Age ___ M F
________________ Age ___ M F
________________ Age ___ M F

TELL THE CLASS

1. I have ___ children.
________ is ___ years old.
________ is ___ years old. (etc.)

2. ________ has ___ children.
________ is ___ years old.
________ is ___ years old. (etc.)

PAIR PRACTICE (2 PAGES)

YOU ARE A

(B: Look at page 89.)

Ask and answer these questions.

*Who is it?

*How many children?

*What are their names?

*How old is ________?

*How old is ________?

1. ASK QUESTIONS. (B will answer)
2. ANSWER QUESTIONS.

Name: Stan Miller
Children: Tom Miller (27)
Ann Miller Green (20)

3. ASK QUESTIONS.
4. ANSWER QUESTIONS.

Name: Maria Gonzales
Children: Juan (5)
Antonia (3)
Eduardo (1½)

5. ASK QUESTIONS.
6. ANSWER QUESTIONS.

A student in your class.

PAIR PRACTICE (2 PAGES) ⇒ ⬅

YOU ARE B

(A: Look at page 88.)

Ask and answer these questions.

*What is his or her name?
*How many children does ___ have?
*What are their names?
*How old is the first one?
*How old is the second one?
*How old is the third one?

1. ANSWER QUESTIONS.

Name: Mai Vang
Children: Phan (6)
Lien (5)
Charlie (1)

2. ASK QUESTIONS. (A will answer)
3. ANSWER QUESTIONS.

Name: Dorothy Dumont
Grandchildren: Louis (11)
Mary (9)
Jenny (8)
Bill (6)
Linda (4)

4. ASK QUESTIONS.
5. ANSWER QUESTIONS.

For a student in your class.

6. ASK QUESTIONS.

DIALOGUE THEATER

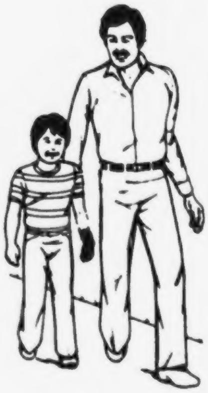
1. In a school office

A: This is my daughter, Josefina.
B: How old is she?
A: She's 5 and a half.
B: Does she speak English?
A: A little.

2. On the street

ANNA MARIA: Oh. Hello, Mrs. Watson.
MRS. WATSON: Hello, Anna Maria. How are you?
ANNA MARIA: Oh, fine. Thank you.
MRS. WATSON: Is this your daughter?
ANNA MARIA: Yes. This is Carla.
MRS. WATSON: She's beautiful.
ANNA MARIA: Thank you.
MRS. WATSON: Well, good bye now.
(To Carla) Bye-bye, beautiful.

3. In a clinic



C: Your name?
D: Minir Ahmed.
C: And your son's name?
D: Omar.
C: HIS AGE?
D: He's 8.
C: Address?
D: 4688 N. Kedzie.
C: Thank you. Have a seat. We'll call your name.

WRITE

Chicago International Insurance Company
101 West Monroe Street
Suite 1675

DATE OF APPLICATION: __________

APPLICANT INFORMATION: (Please print)

NAME ____
Last First Middle Initial

ADDRESS ____ ZIP ________
Number Street City State

SEX ____ AGE ____ DATE OF BIRTH ______/______/______
Month Day Year

EMPLOYER ____

ADDRESS ____________________________ TELEPHONE: ______________

HOME TELEPHONE _____________

SPOUSE INFORMATION: (Please print)

NAME ____
Last First Middle Initial

ADDRESS ____ ZIP ________
Number Street City State

SEX ____ AGE ____ DATE OF BIRTH ______/______/______
Month Day Year

DEPENDENTS: (Children under 18 years of age)

NAME ____________________________________ AGE ____ M F

NAME ____________________________________ AGE ____ M F

NAME ____________________________________ AGE ____ M F

NAME ____________________________________ AGE ____ M F

OTHER DEPENDENTS:

NAME AND RELATIONSHIP __________________________ AGE ____ M F

__________________________ AGE ____ M F

COURSE 201

UNIT 6

"HELP! EMERGENCY!"

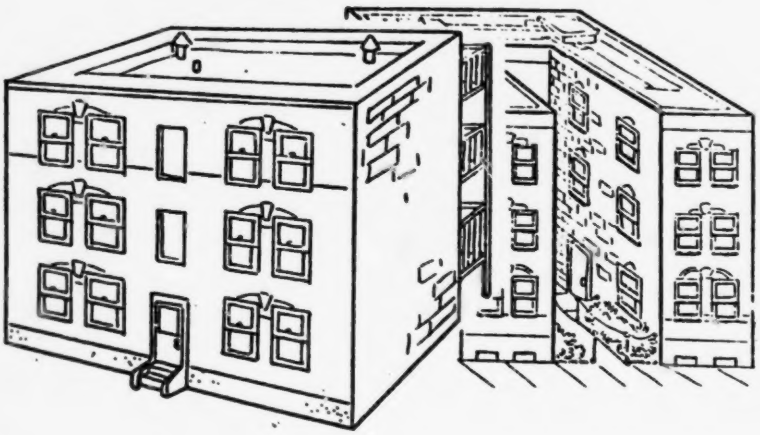
COMMUNICATION OBJECTIVES COVERED:

201 - 10	USING AND GIVING SIMPLE COMMANDS
201 - 13	ASKING FOR EMERGENCY ASSISTANCE
201 - 14	SPELLING WORDS ALOUD

VOCABULARY

HOUSE

APARTMENTS



PAIR PRACTICE

"WHERE DO YOU LIVE?"

A: WHERE DO YOU LIVE?

B: I LIVE AT ______________.
ADDRESS

A: WHAT FLOOR?

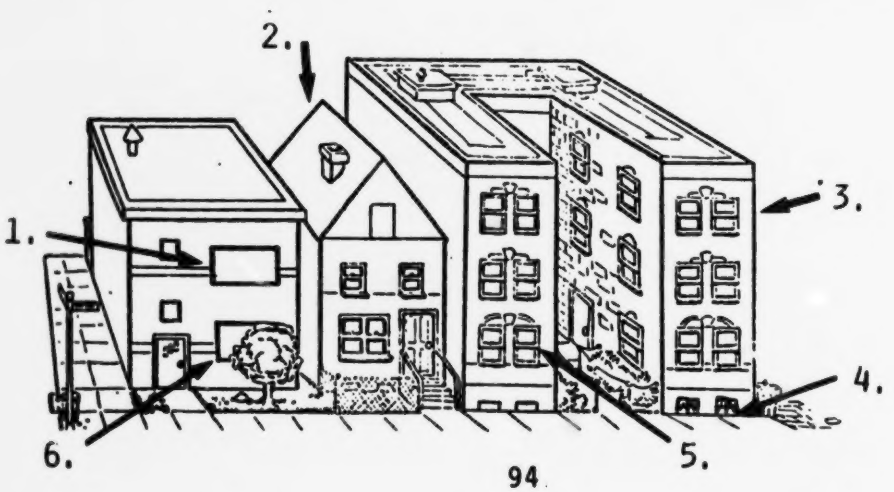
B: ON THE _____ FLOOR.
IN THE BASEMENT.
IT'S A HOUSE.

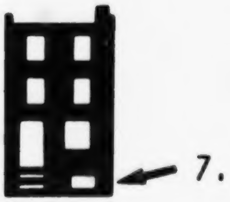
B: WHAT'S YOUR ADDRESS?

A: ______________.
ADDRESS

B: WHAT APARTMENT?

A: ____________.
IN THE BASEMENT.
IT'S A HOUSE.





____

8. (You?)

PAIR PRACTICE: 2 PAGES

A: LOOK AT THIS PAGE. ANSWER B'S QUESTIONS. THEN ASK B YOUR QUESTIONS.

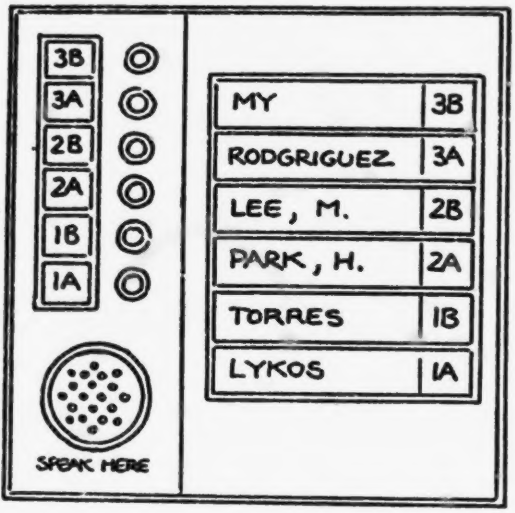
B: TURN TO PAGE 96. ASK A. THEN ANSWER A.

YOU ARE A

1

ANSWERS

A: _____ LIVES ON THE _____ FLOOR.



2

QUESTIONS

A: WHAT APARTMENT IS _____?

__________ BLUMENTHAL

__________ BUPARAT

__________ CORAL

__________ GOULIANA

__________ PARK, Y.S.

__________ SIERRA

__________ ZBIEC

WRITE

B'S NAME ______________________
LAST FIRST

B'S ADDRESS ______________________

WHAT FLOOR? __________ FLOOR

PAIR PRACTICE: 2 PAGES ⇒◀

A: TURN TO PAGE 95.

B: LOOK AT THIS PAGE. ASK A QUESTIONS. THEN ANSWER A'S QUESTIONS.

YOU ARE B

1

QUESTIONS

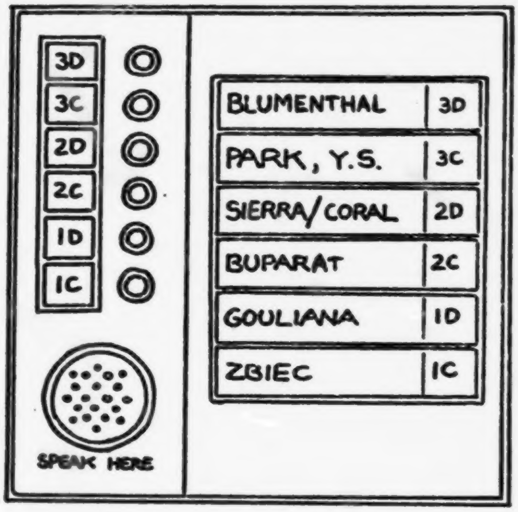
B: WHERE DOES __________ LIVE?

__________ LEE, M.
__________ LYKOS
__________ MY
__________ PARK, H.
__________ RODRIGUEZ
__________ TORRES

2

ANSWERS

B: APARTMENT ________.



WRITE

A's NAME ______________________________
LAST FIRST

A's ADDRESS ______________________________

WHAT APARTMENT? ______________

PAIR PRACTICE

A: WHAT LANGUAGES DO YOU SPEAK?
B: ________________.
A: AND ENGLISH?
B: I DON'T SPEAK ENGLISH WELL.

B: DO YOU SPEAK ENGLISH?
A: JUST A LITTLE.
B: WHAT DO YOU SPEAK?
A: ________________.

SPECIAL SECTION

WHAT LANGUAGE DO YOU SPEAK AT HOME?

WHAT'S YOUR NATIVE LANGUAGE?

VOCABULARY

LANGUAGES IN THE CLASS

SPANISH
KOREAN
ARABIC
POLISH
VIETNAMESE
ENGLISH

____

____

____

SPECIAL SECTION

FOREIGN LANGUAGES

SPEAK
READ
WRITE

SAY THESE SENTENCES

1. I NEED THE POLICE.
2. I NEED THE FIRE DEPARTMENT.
3. I NEED AN AMBULANCE.
4. THERE'S AN ACCIDENT.
5. EMERGENCY.

DIALOGUE

1

2

Cora: (Knock Knock) Linda!

Linda: Who is it?

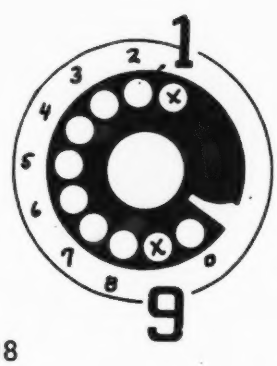
Cora: It's Cora. I live on the 3rd floor.

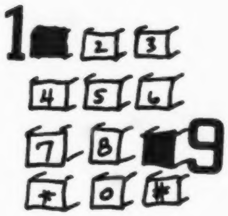
Linda: (Opens door) Come in. What is it?

Cora: I need help. Where's the phone?

Linda: Here.

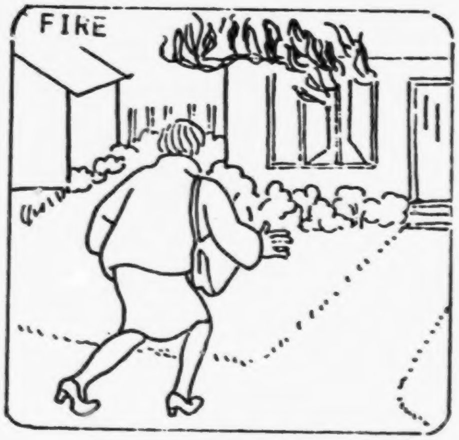
Cora: (Dials 911) Help! Police!





"EMERGENCY!"
"WHAT'S WRONG?"

1



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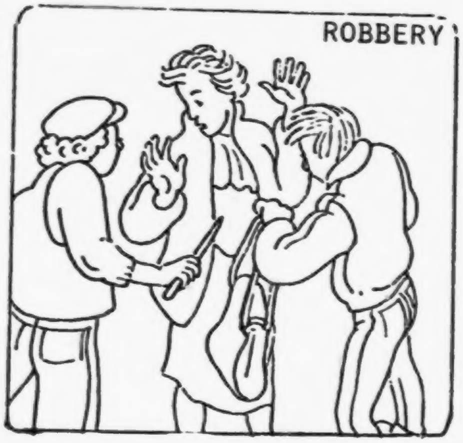

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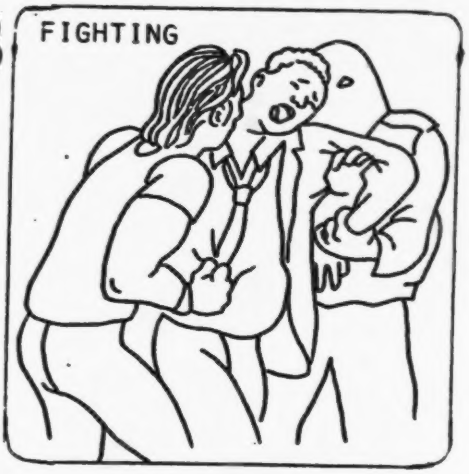

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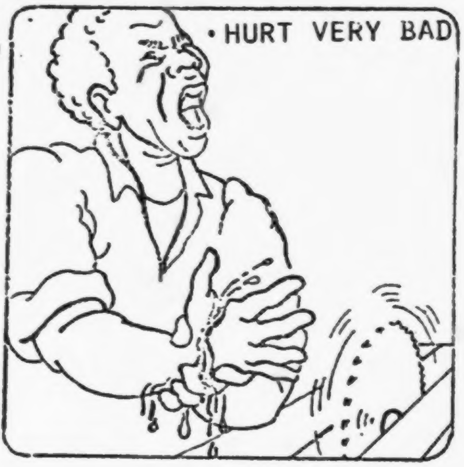

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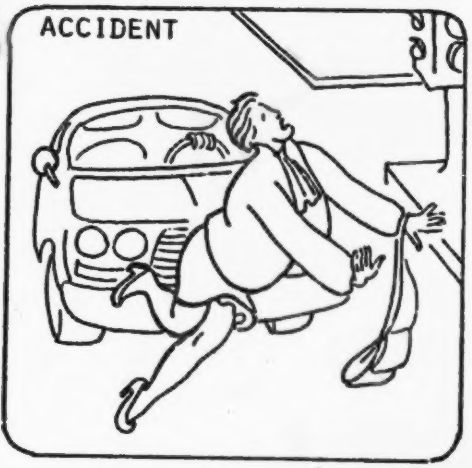

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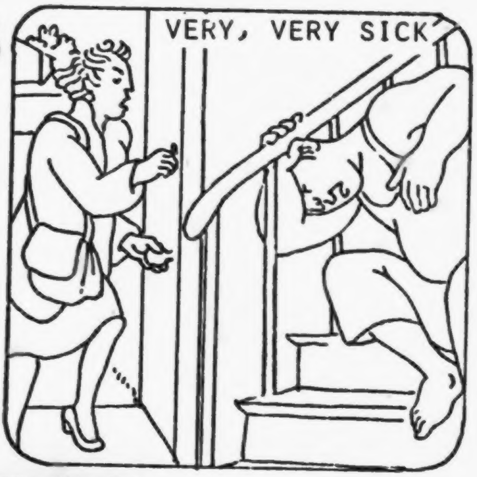


[redacted]

CIRCLE PRACTICE

A: Help!

B: What's wrong?

A: Fire.

B: I'll call 911.

Help!

C: What's wrong?

B: Fighting.

C: I'll call 911.

Help!

D: What's wrong?

C: Very Bad accident.

D: I'll call 911.

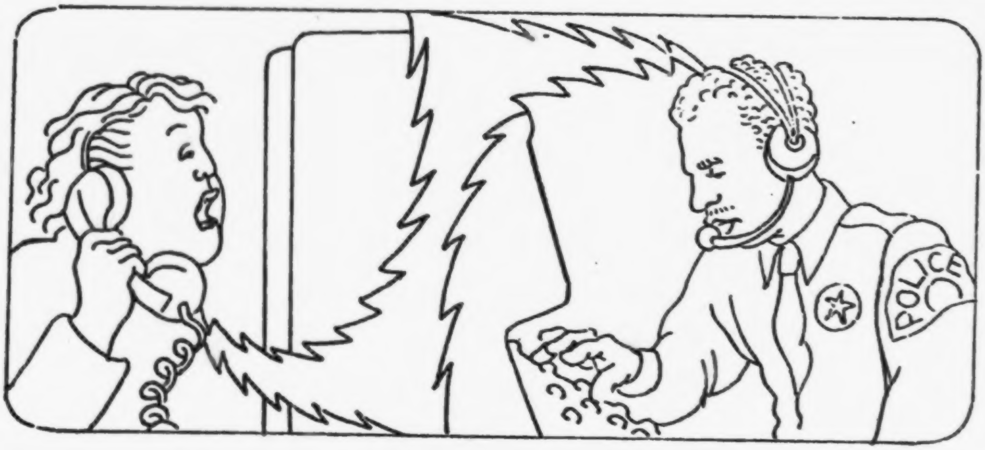
Help!

E: What's wrong?

D: Robbery!

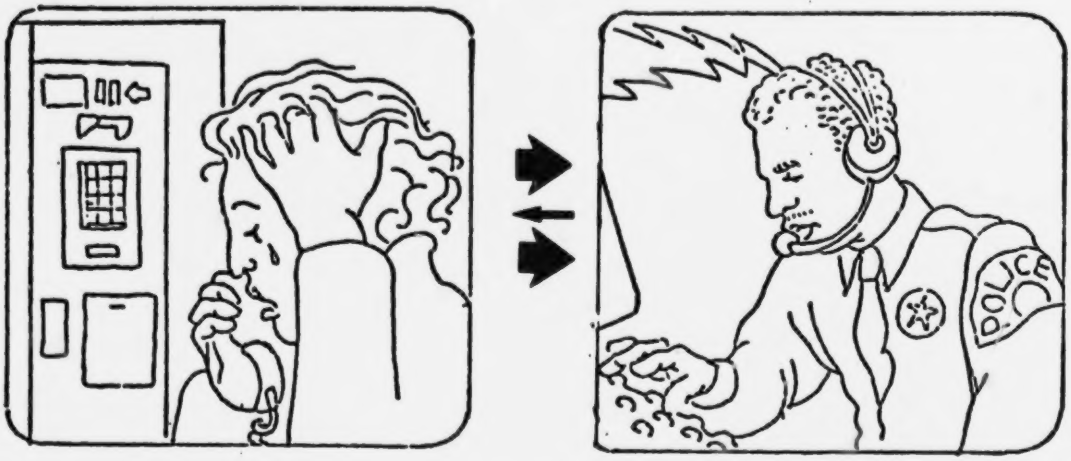
E: I'll call 911.

1. Fire.
2. Fighting.
3. Very bad accident.
4. Robbery!
5. Very bad fire.
6. ____________
7. ____________



PAIR PRACTICE

"WHAT'S WRONG?"



"A" ⇄ "B"

1. A: HELP!
B: WHAT'S WRONG?
A: ROBBERY!

3. A: POLICE!
B: ______?
A: FIGHTING!

5. A: ______!
B: ______?
A: ______!

7. A: ______!
B: ______?
A: ______!

"B" ⇄ "A"

2. B: I NEED HELP.
A: WHAT'S WRONG?
B: FIRE.

4. B: EMERGENCY!
A: ________?
B: THERE'S AN ACCIDENT!

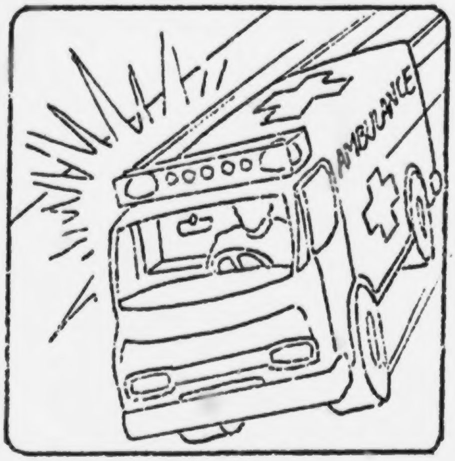
6. B: __________!
A: __________?
B: __________!

8. B: __________!
A: __________?
B: __________!

LISTEN, READ, AND ANSWER

POLICE

FIRE DEPARTMENT



AMBULANCE

A: THERE'S A FIRE. I NEED THE FIRE DEPARTMENT.

B: THERE'S AN ACCIDENT. SOMEBODY'S HURT. I NEED AN AMBULANCE.

C: HELP! FIRE DEPARTMENT! MY HOUSE IS ON FIRE!

D: THEY'RE FIGHTING! SEND THE POLICE.

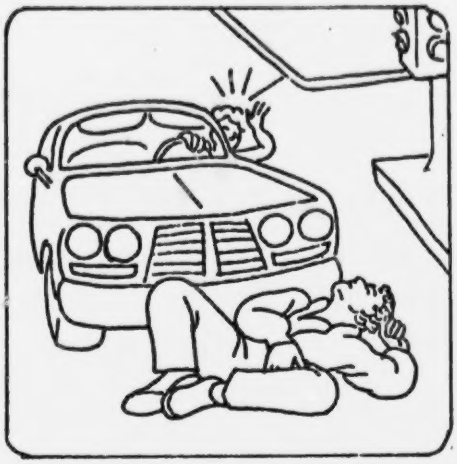
E: AMBULANCE! PLEASE--MY HUSBAND IS NOT BREATHING.

F: I WANT THE POLICE. THERE'S A ROBBERY.

LOOK AND SAY

1

YOU SEE:.....



2

YOU CALL 911
YOU SAY:......

"I NEED POLICE.
FIRE.
AMBULANCE."

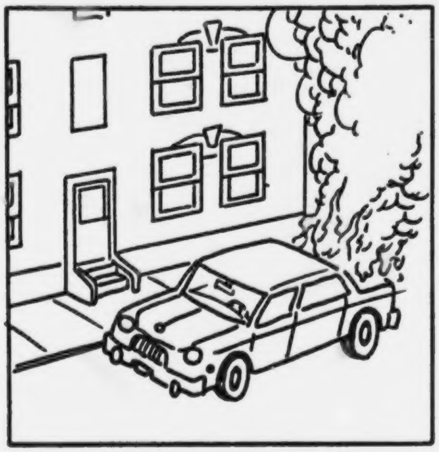
3

AND SAY WHAT'S WRONG.

(HERE ARE SOME WORDS TO USE:)

- ROBBERY
- FIRE
- FIGHTING
- FALL

1



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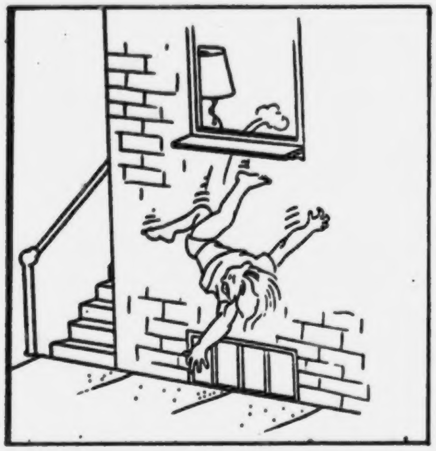

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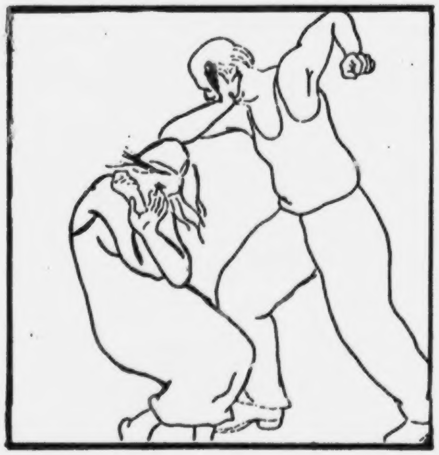

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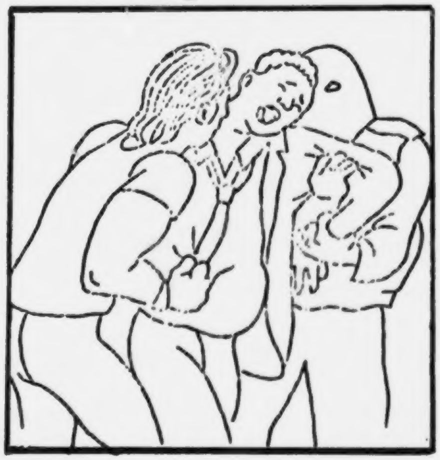


VOCABULARY

WAIT.
STAY ON THE LINE.

DON'T HANG UP!

LISTEN AND DO

"STAY ON THE LINE"

1. PICK UP THE PHONE.
2. DIAL 976-1313.
3. WAIT. STAY ON THE LINE.
4. LISTEN.
5. HANG UP.

SPECIAL SECTION

ON A REAL TELEPHONE,
CALL 976-1313.
LISTEN TO THE SCORES.
WRITE DOWN 1 SCORE.
TELL THE CLASS.

CALL 976-1212.
LISTEN TO THE WEATHER.
WRITE DOWN 2 WORDS.
TELL THE CLASS.

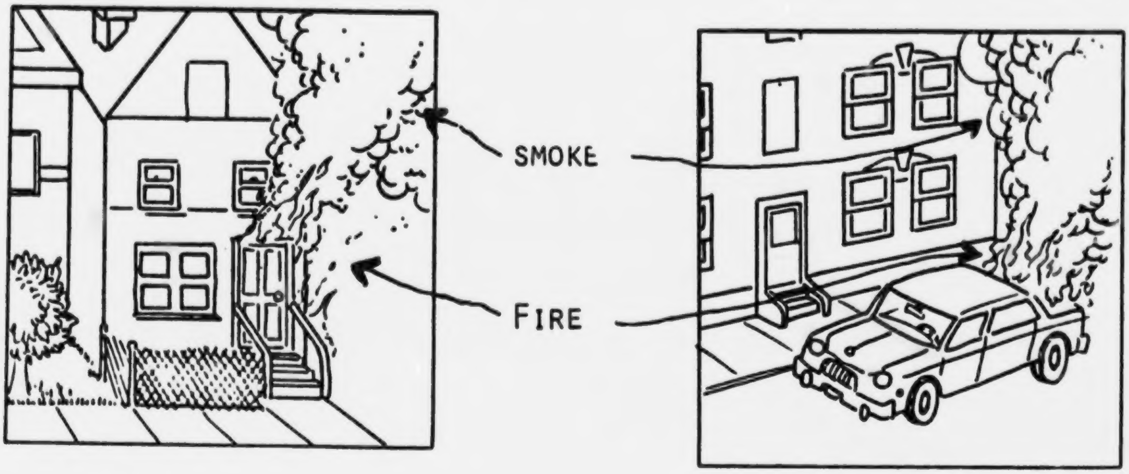
CIRCLE PRACTICE

YOUR TEACHER IS THE EMERGENCY OPERATOR.
STUDENT A POINTS TO A PICTURE ON A PAGE.
STUDENT B LOOKS AND SAYS THE RIGHT WORDS.

OPERATOR/TEACHER: CHICAGO EMERGENCY, ______________
NAME
STUDENT A: POINT TO A PICTURE ON PAGE 103 OR 113 .)
STUDENT B: I NEED AN AMBULANCE.
TEACHER: STAY ON THE LINE FOR THE FIRE AMBULANCE. DON'T HANG UP.
(WAIT) FIRE AMBULANCE.
WHAT'S WRONG?
STUDENT B: (LOOK AT PICTURE) BAD BLEEDING.
TEACHER: YOUR NAME AND ADDRESS?
STUDENT B: ____________________.
(NAME & ADDRESS)
TEACHER: I'LL SEND THE AMBULANCE.

NOW, STUDENT B POINTS TO A PICTURE.
STUDENT C CHANGES THE WORDS FOR THE PICTURE.

VOCABULARY



LISTEN AND DO

"FIRE!!"

1. SMELL SMOKE.
2. LOOK FOR THE FIRE.
3. SAY, "FIRE!"
4. TELL OTHER PEOPLE.
   (SAY, "FIRE!")
5. GET YOUR COAT.
6. PUT ON YOUR COAT.
7. GO OUT OF THE ROOM.
8. GO TO A PHONE.
9. CALL 911.

SAY THESE SENTENCES.

1. I SMELL SMOKE.
2. THERE'S A FIRE.

PAIR PRACTICE: 2 PAGES

"WHERE'S THE FIRE?"

A: THIS IS YOUR PAGE.
B: TURN TO PAGE 108.

"A" → "B"

1. CALL THE FIRE DEPARTMENT.
LOOK AT THE PICTURE.
SAY THE ADDRESS.

A: EMERGENCY! FIRE!
B: ______________.
A: THERE'S A FIRE AT 2501 S. LAWNDALE.
B: ______________.
A: IN THE BASEMENT.
B: ______________.

3. 2651 N. WILTON, 2ND FLOOR
5. 2808 W. 17TH STREET, 3RD
7. 3434 N. KEELER, HOUSE
9. ______________________

"B" → "A"

2. YOU WORK FOR THE FIRE DEPARTMENT.
B CALLS YOU.

B: ______________.
A: FIRE DEPARTMENT.
B: ______________.
A: WHERE'S THE FIRE?
B: ______________.
A: WHAT FLOOR?
B: ______________.
A: THEY'RE ON THE WAY.

4.—6.—8.—10. (DO THE SAME.)

WRITE THE ADDRESSES THAT B SAYS.

PAIR PRACTICE: 2 PAGES ⇨◀

"WHERE'S THE FIRE?"

B: THIS IS YOUR PAGE.
A: TURN TO PAGE 107.

"B" → "A"

1. YOU WORK FOR THE FIRE DEPARTMENT.
A CALLS YOU.

A: ____________.
B: FIRE DEPARTMENT, ______ (NAME).
A: ____________.
B: WHAT FLOOR?
A: ____________.
B: O.K.
THEY'RE ON THE WAY.

3. -5. -7. -9. (DO THE SAME.)

[redacted]

WRITE THE ADDRESSES THAT A SAYS.

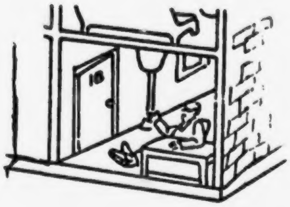
"A" → "B"

2. CALL THE FIRE DEPARTMENT.
LOOK AT THE PICTURE.
SAY THE ADDRESS.

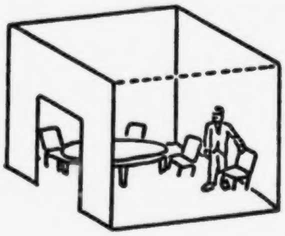
B: HELP! FIRE DEPARTMENT.
A: ______________.
B: THERE'S A FIRE.
A: ______________.
B: 3118 S. STATE.
A: ______________.
B: THIRD FLOOR.
A: ______________.

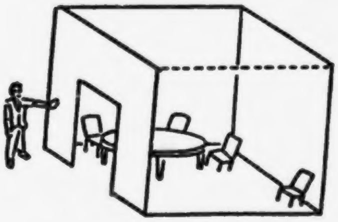
4. 5054 N. CENTRAL PARK, HOUSE
6. 1631 W. WEBSTER, 1ST FLOOR
8. 1323 E. 52ND ST. BASEMENT
10. ______________

VOCABULARY


INSIDE THE HOUSE

OUTSIDE THE HOUSE


INSIDE THE ROOM

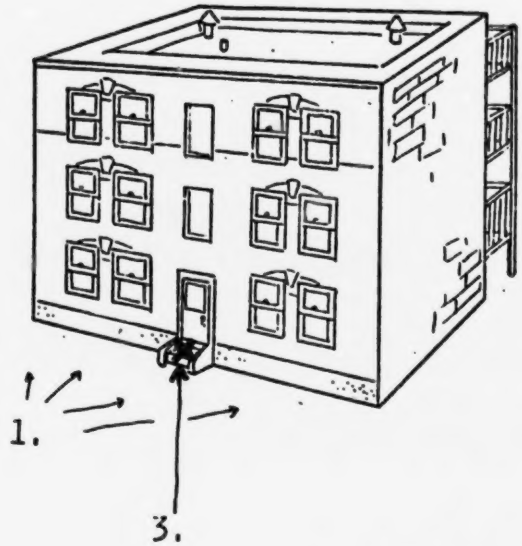

OUTSIDE THE ROOM

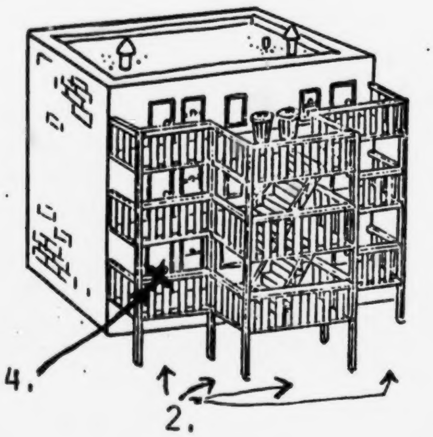
LISTEN AND DO

"COME INSIDE."

1. STAND UP.
2. WALK TO THE DOOR.
3. OPEN THE DOOR.
4. GO OUTSIDE THE ROOM.
5. STAY OUTSIDE.
   LISTEN FOR "COME IN, __________."
   YOUR NAME
6. CLOSE THE DOOR.
7. CLASS: WAIT.
   NOW: "COME IN, __________.")
8. OPEN THE DOOR.
9. COME INSIDE.

VOCABULARY





1. IN FRONT OF THE BUILDING
2. IN BACK OF THE BUILDING
3. AT THE FRONT DOOR
4. AT THE BACK DOOR

LOOK AND SAY

LOOK AT THE PICTURES
DON'T LOOK AT THE WORDS.
SAY THE WORDS.

LISTEN AND WRITE

A. ____________________

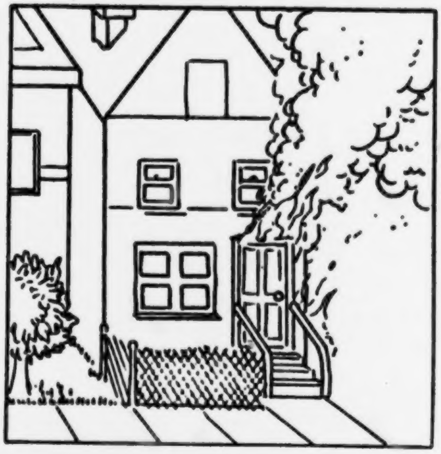
B. ____________________

C. ____________________

LISTEN AND DRAW A LINE

"WHERE'S THE FIRE?"

1



THE FIRE'S . . .

A. IN FRONT OF THE HOUSE.

B. IN THE BACK OF THE HOUSE.

C. AT THE FRONT DOOR.

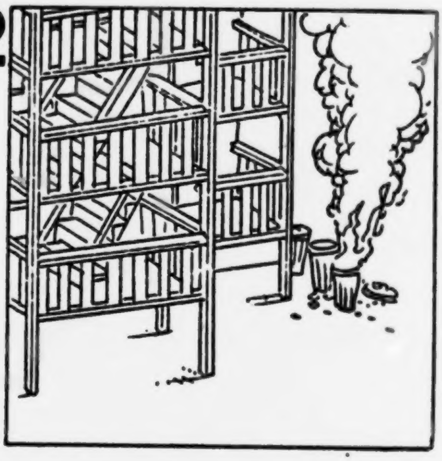
D. AT THE BACK DOOR.

E. ON THE SECOND FLOOR.

F. OUTSIDE.

G. INSIDE.

2



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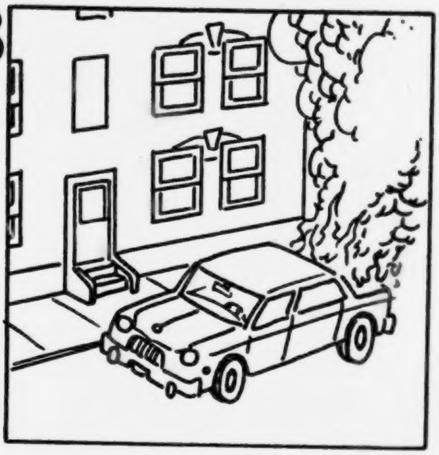

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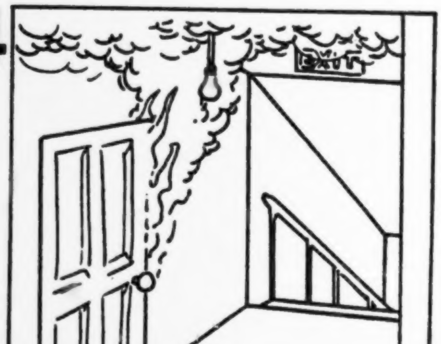
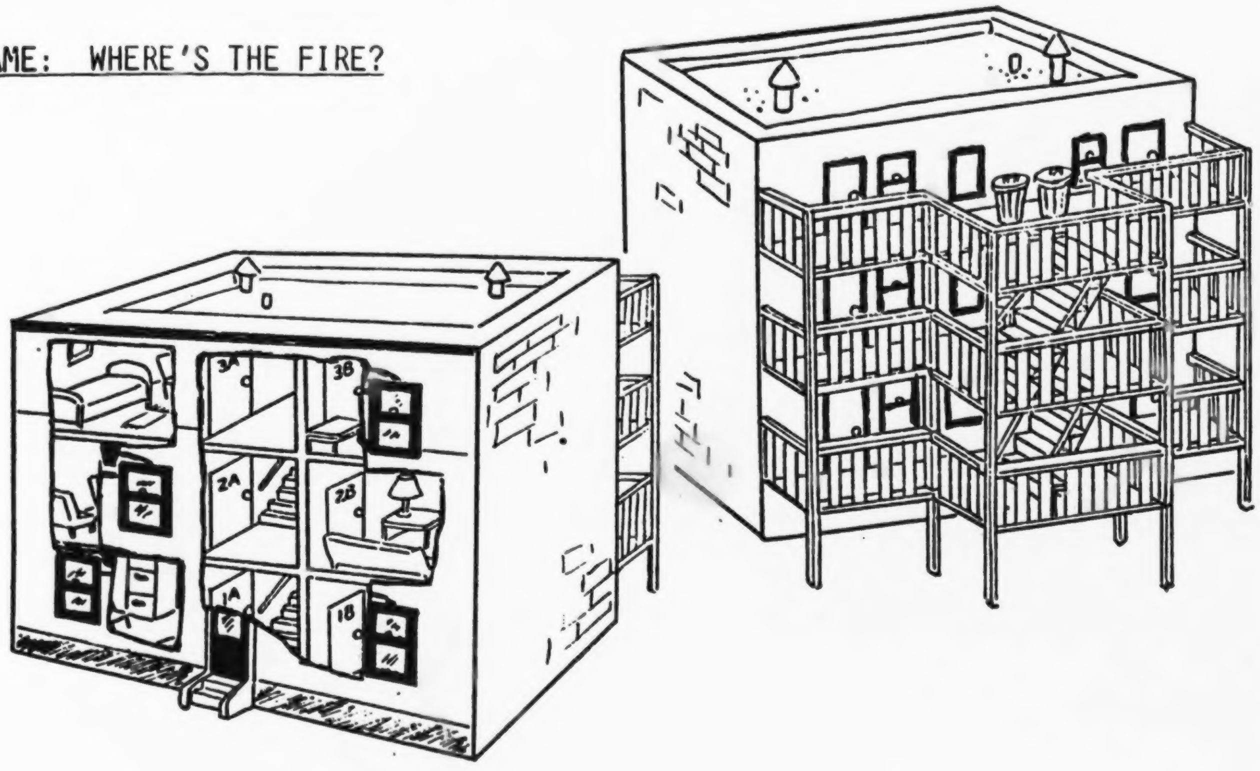


GAME: WHERE'S THE FIRE?



A. Put an X on or near the building.

X is the fire.

Answer B's questions. Say YES or NO.

B. Where is X? Find out.

Ask A questions with the answer YES or NO.
Some questions are:

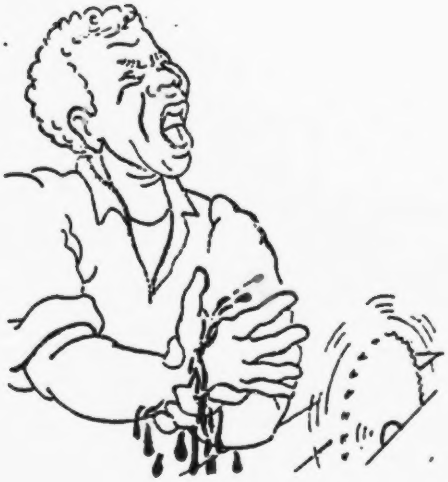
Is it in front?
Is it outside?
Is it on the 1st floor?

When you find out, change A and B. Play again.

VOCABULARY

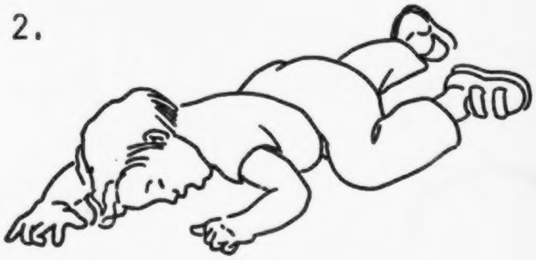
"I NEED AN AMBULANCE."
"WHAT'S WRONG?"

1.



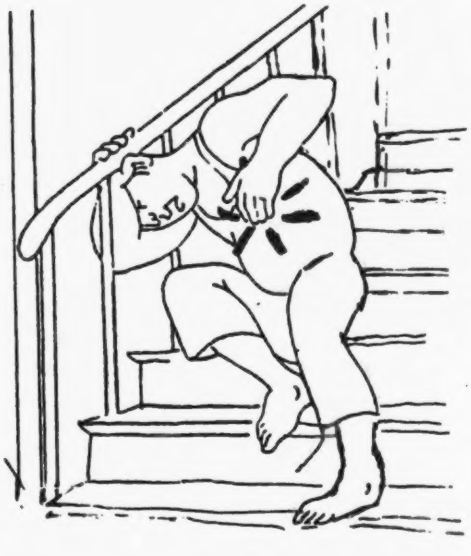
VERY BAD BLEEDING

2.



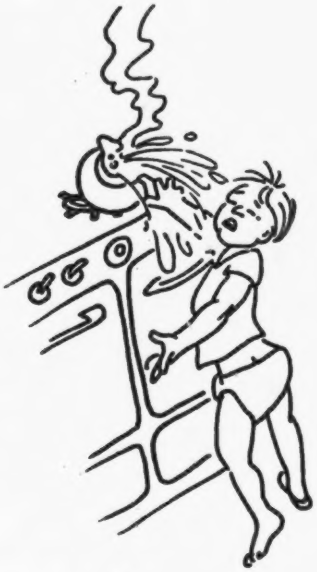
UNCONSCIOUS

3.



VERY BAD PAIN IN THE CHEST

4.



BURNED, SCALDED

SPECIAL SECTION

{HE'S / SHE'S} HURT VERY BAD.

DIALOGUE THEATER

1. AT HOME.

B: (CALL 911.)

A: CHICAGO EMERGENCY, MILLER.

B: I NEED POLICE! ROBBERY!

A: WHAT'S YOUR ADDRESS?

B: ____________________________

A: WHAT FLOOR?

B: ____________________________

A: WHAT'S YOUR NAME?

B: ____________________________

A: WE'LL SEND THE POLICE. GOODBYE.

2. AT HOME.

D: (DIAL 911.)

C: CHICAGO EMERGENCY, GRADY.

D: HELP!
MY SON IS NOT BREATHING.

C: STAY ON THE LINE.

I'LL CONNECT YOU WITH THE FIRE AMBULANCE.

3. AT HOME.

F: (TELEPHONE 911.)

E: CHICAGO EMERGENCY, WILSON.

F: HELP! THEY'RE FIGHTING.

E: WHAT'S THE ADDRESS?

F: 2609 KIMBALL

E: WHERE?

F: OUTSIDE. IN BACK.

E: I'LL SEND THE POLICE.

TELL THE CLASS

WHAT LANGUAGE DO YOU SPEAK? ____________________

IF YOU SPEAK

CHINESE
CROATIAN
FRENCH
GERMAN
GREEK
HAITIAN CREOLE
ITALIAN
KOREAN
LITHUANIAN
POLISH
SERBIAN
TURKISH
YIDDISH
OR
SPANISH

Do DIALOGUE THEATER 1.

DO YOU SPEAK ANOTHER LANGUAGE? DO DIALOGUE THEATER 2.

DIALOGUE THEATER

1. A: CHICAGO EMERGENCY, REYNOLDS.
   B: EMERGENCY! I SPEAK ________________.
   (YOUR LANGUAGE)
   A: STAY ON THE LINE. DON'T HANG UP.
   A: WE'LL CONNECT YOU WITH SOMEONE WHO SPEAKS ______________.

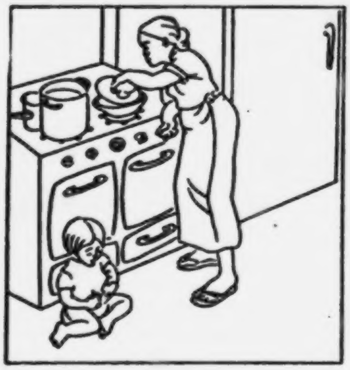
2. A: CHICAGO EMERGENCY, GRIFFIN.
   B: HELP! EMERGENCY! I SPEAK ________________.
   (YOUR LANGUAGE)
   A: I'M SORRY. NOBODY SPEAKS YOUR LANGUAGE.
   WHAT'S YOUR PROBLEM?
   B: I NEED POLICE.
   A: WHAT'S YOUR NAME?
   B: ______________.
   A: WHAT'S THE ADDRESS?
   B: ______________.
   A: WHAT FLOOR?
   B: ______________.
   A: I'LL SEND THE POLICE.

SPECIAL SECTION

I NEED SOMEONE
WHO SPEAKS
____________.

TELL THE STORY

1



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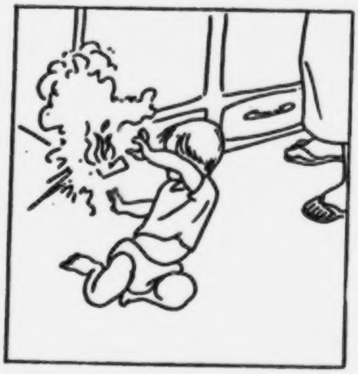

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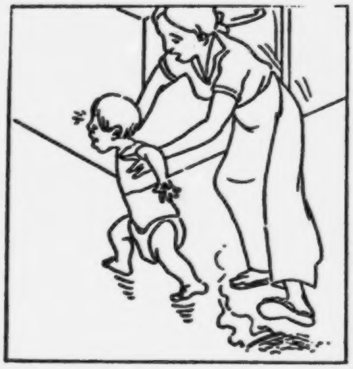

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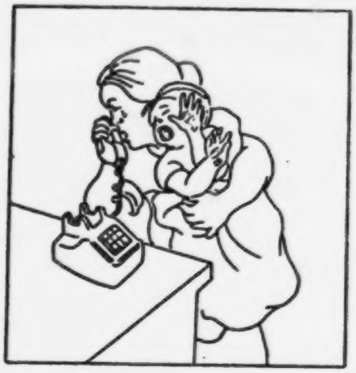

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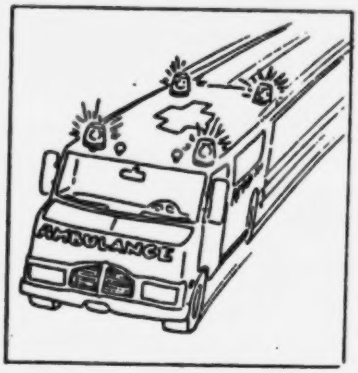

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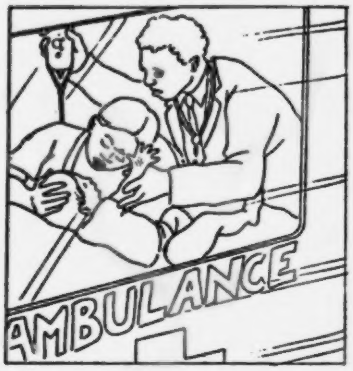

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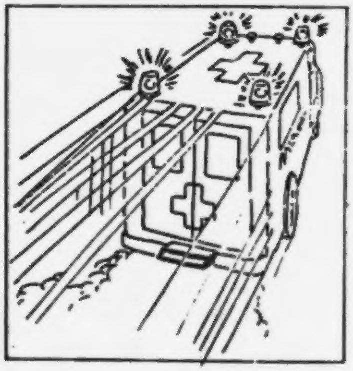

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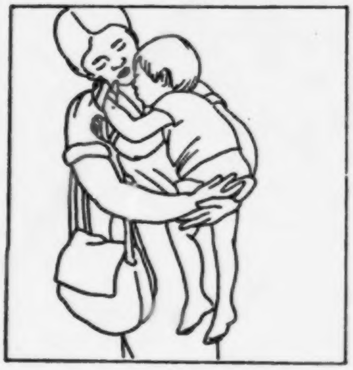


DISCUSS

WHAT DOES PHAN SAY IN PICTURE 4?

THIS IS A SAD STORY, ISN'T IT?

IN THE END, EVERYTHING IS O.K. WHY?

TELL YOUR STORY

SUMMARY

201/UNIT SIX

"HELP! EMERGENCY!"

VOCABULARY

HOUSE

APARTMENT
FLOOR
HOUSE
BASEMENT
ADDRESS

FLOORS

FIRST (1ST)
SECOND (2ND)
THIRD (3RD)

WHERE?

INSIDE
OUTSIDE
IN FRONT OF
IN BACK OF
FRONT DOOR
BACK DOOR

EMERGENCY

POLICE
FIRE
FIRE DEPARTMENT
AMBULANCE

SPECIAL WORDS

EMERGENCY
HELP
911
CHICAGO EMERGENCY

PROBLEMS

ROBBERY
FIGHTING
FIRE
ACCIDENT
SMOKE
BLEEDING
NOT BREATHING
PAIN IN THE CHEST
HEART ATTACK
UNCONSCIOUS

LANGUAGES

SPEAK
ENGLISH

BAD VERY BAD VERY, VERY BAD
→

GRAMMAR

1.

<table>
<tr><td rowspan="2">I
You
They
We</td><td rowspan="2">LIVE</td><td colspan="3">IN APARTMENT ________</td><td rowspan="4">.</td></tr>
<tr><td>ON THE</td><td>FIRST
SECOND
________</td><td>FLOOR</td></tr>
<tr><td rowspan="2">She
He</td><td rowspan="2">LIVES</td><td colspan="3">IN THE BASEMENT</td></tr>
<tr><td colspan="3">IN A HOUSE</td></tr>
</table>

2.

<table>
<tr><td rowspan="2">Where</td><td>DO</td><td>I
YOU
THEY
WE</td><td rowspan="2">LIVE</td><td rowspan="2">?</td></tr>
<tr><td>DOES</td><td>HE
SHE</td></tr>
</table>

3.

<table>
<tr><td>I
You
They
We</td><td>NEED</td><td rowspan="2">POLICE
FIRE
AMBULANCE
________</td><td rowspan="2">.</td></tr>
<tr><td>She
He</td><td>NEEDS</td></tr>
</table>

4.

WHAT	IS	THE	PROBLEM MATTER	?
WHERE			FIRE ROBBER ACCIDENT	

5.

WHAT LANGUAGE	DO	YOU WE THEY HE SHE	SPEAK	?
	DOES			

6.

I YOU THEY WE	SPEAK	SPANISH POLISH ENGLISH VIETNAMESE CHINESE KOREAN CAMBODIAN ASSYRIAN ________ ________	.
SHE HE	SPEAKS		

COURSE 202

UNIT 1

"WHEN DO YOU WORK?"

COMMUNICATION OBJECTIVES COVERED:

202-1	USING SIMPLE TIME EXPRESSIONS (HOURS, TIME)
202-2	USING SIMPLE TIME EXPRESSIONS (DAYS, MONTHS, DATES)
202-3	DESCRIBING DAILY ROUTINES
202-10	DESCRIBING LOCATIONS

"WHAT TIME IS IT?"

DIALOGUES

1. IN ENGLISH CLASS - Time For Class

A: What time is it?

B: 6 o'clock.

A: Thank you.

6:00 =

six o'clock

2. IN A FACTORY - Lunchtime

C: What time is it, Vang?

D: It's 5 to 1.

C: O.K.
Back to work.

12:55 =

five to one

3. IN AN OFFICE - Working

E: Maria, what time is it?

F: About 3:15.

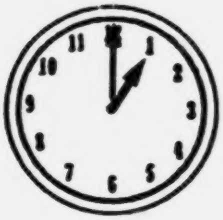
E: Oh. O.K.
Thanks a lot.

3:15 =

three fifteen

SAY THESE TIMES

1)



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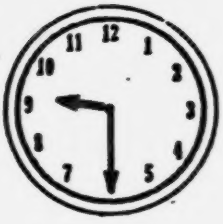

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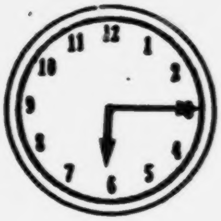


LISTEN AND REPEAT

"It's 5 o'clock."

_____	5:00	_____	9:00	_____	4:00	_____	3:00
_____	2:00	_____	10:00	A	6:00	_____	7:00
_____	8:00	_____	12:00	_____	1:00	_____	11:00

LISTEN AND WRITE

Your teacher will say a letter and a time.
Write the letter next to the time in the box above.

EXAMPLES:

1. Teacher: "A. It's 6 o'clock."
   You: (Look in the box above.)
2. Teacher: "B. It's 9 o'clock."
   You: (Write B next to 9:00.)

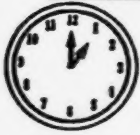
PAIR PRACTICE

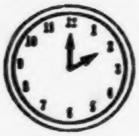
1. A: Look at the box.
   Say a time.
   B: Point to the time.
2. B: Look at the box.
   Say a time.
   A: Point to the time.
3. A: .....
   B: .....

EXAMPLE:

A: "1 o'clock."
B: (Point to 1:00.)

LOOK, SAY, AND WRITE


1:00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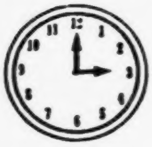
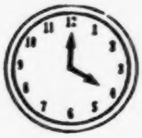
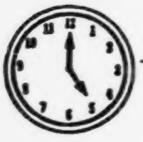
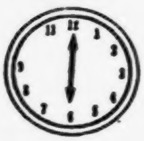

____:00


____:0____


____:____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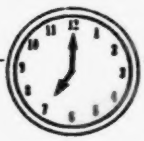
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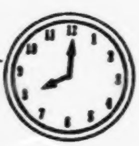

____:00

SAY THESE TIMES AND SENTENCES

1. 9:30
2. 1:15
3. 8:00
4. 4:30
5. 7:45
6. 10:30
7. 12:45
8. 6:15
9. WHAT TIME IS IT, PLEASE?
10. IT'S 2 O'CLOCK.

LOOK AND SPEAK

1:00

2:00

3:00

4:00

5:00

" ☐ O'CLOCK "

2:30

4:30

6:30

8:30

10:30

" ☐ THIRTY "

7:15

11:15

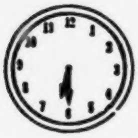
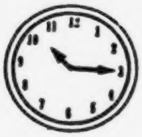
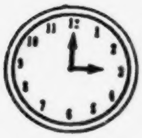
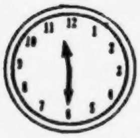
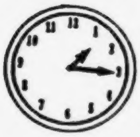
" ☐ FIFTEEN " OR " A QUARTER AFTER ☐ "

9:45

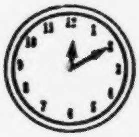
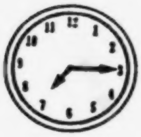
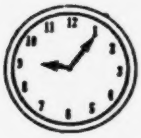
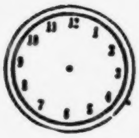
12:45

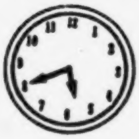
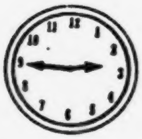
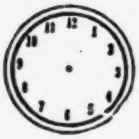
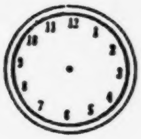
" ☐ FORTY-FIVE " OR A QUARTER TO ☐ "

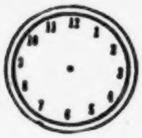
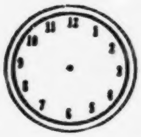
LISTEN AND WRITE

1.     

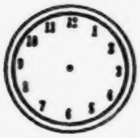
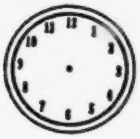
2. __:05 __:25 11:__ __:45 __:__

3.    

4.    

5.  

6. __:__ __:__ __:__ __:__ __:__

7.  

8. __:__ __:__ __:__ __:__ __:__

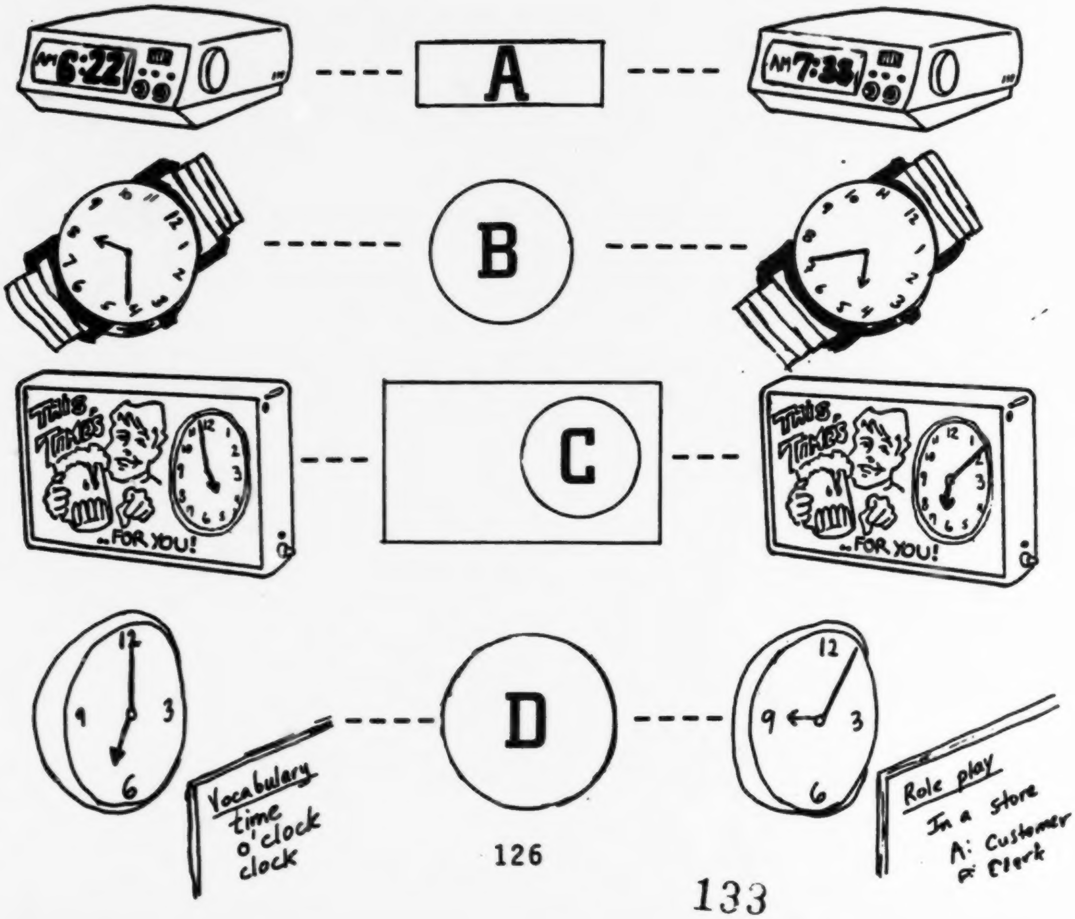
VOCABULARY

MORNING	TIMES:	6 AM	TO	12 NOON
AFTERNOON		12 NOON	TO	6 PM
EVENING		6 PM	TO	10 PM
NIGHT		10 PM	TO	6 AM

LISTEN AND ANSWER

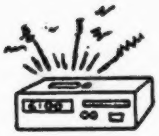
LISTEN TO THE TIME. SAY A IF THE TIME IS BETWEEN 6:22 AND 7:38 AM. SAY B, C, OR D IF THE TIME YOU HEAR IS BETWEEN THOSE TIMES.

1. TEACHER: "10 O"CLOCK" STUDENTS: "B."
2. TEACHER: "8:30." STUDENT X: "AM OR PM?"
   TEACHER: "PM." STUDENT X: "D."



LISTEN AND DO

"GOOD MORNING!"

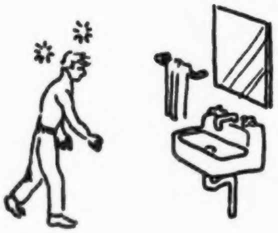


1. THE ALARM CLOCK IS RINGING.

2. TURN OFF THE ALARM.

TURN IT OFF.

3. LOOK AT THE CLOCK.
IT'S ________.



4. O.K. GET UP NOW.

5. GO TO THE BATHROOM.

6. WASH YOUR FACE.

7. ARE YOU AWAKE NOW?

YES
NO
MAYBE

8. GET DRESSED.

9. GO TO THE KITCHEN.

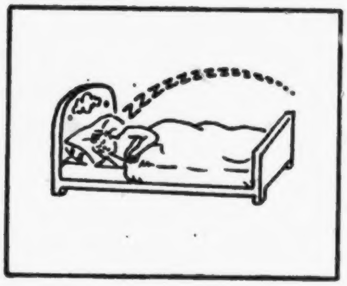
10. EAT SOME BREAKFAST.

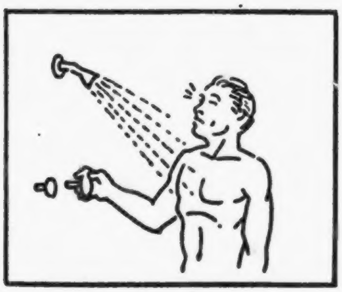
11. GET READY TO GO.

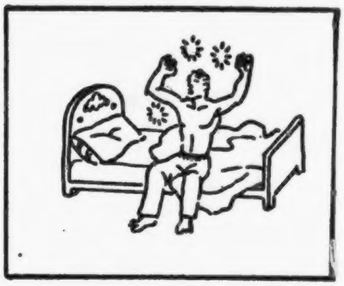
12. SAY, "GOODBYE."
GO TO WORK.

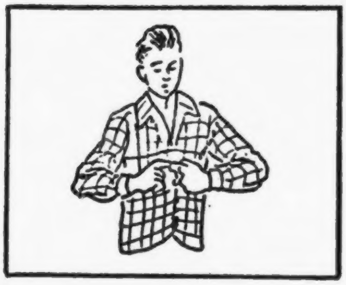
VOCABULARY

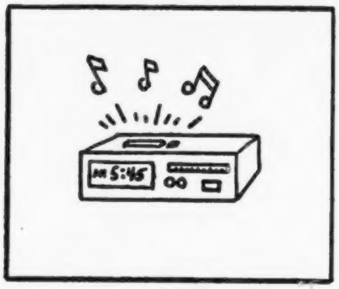
1

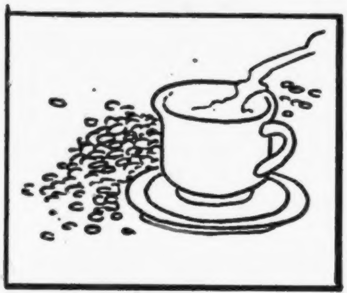


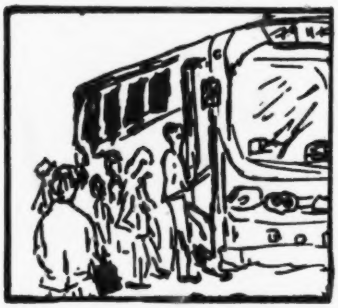


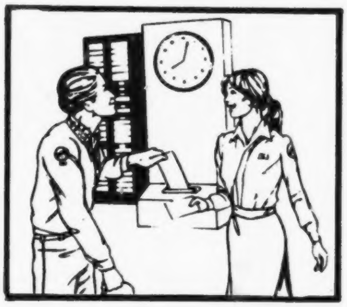












GET UP
WAKE UP
GET DRESSED

TAKE A SHOWER
CATCH THE BUS
DRINK SOME COFFEE

SLEEPING
PUNCH IN
ALARM CLOCK

LISTEN, REPEAT, READ, AND SPEAK

DIRECTIONS: FIRST, LISTEN AND LOOK.
SECOND, LISTEN AND REPEAT AFTER THE TEACHER.
THIRD, READ SILENTLY.
FINALLY, READ AND LOOK UP. SPEAK.

1. IT IS 5:15 A.M. MARC IS SLEEPING.
2. THE ALARM CLOCK RINGS AT 5:45.
3. MARC WAKES UP AND GETS UP.
4. HE TAKES A SHOWER.
5. THEN HE GETS DRESSED.
6. AT ABOUT 6:15, HE DRINKS SOME COFFEE. MARC LIKES COFFEE IN THE MORNING.
7. MARC GOES OUTSIDE.
   HE CATCHES THE BUS AT THE CORNER.
8. HE GETS TO WORK AT 7:20. HE HAS TO PUNCH IN BEFORE 7:30.

LISTEN, READ, AND ANSWER

DIRECTIONS: LISTEN AND READ THE QUESTION. SAY YOUR ANSWER.

1. WHAT TIME DOES MARC WAKE UP?
2. DOES MARC TAKE A SHOWER OR A BATH?
3. WHAT DOES HE DRINK - TEA, COFFEE, OR ORANGE JUICE?
4. WHERE DOES HE CATCH THE BUS? (LOOK AT THE PICTURE.)
5. DOES HE GET TO WORK AT 7:00 OR 7:20?
6. DO YOU WORK? DO YOU HAVE TO PUNCH IN?

TELL THE STORY

LOOK AT THE PICTURE ON PAGE 128.

PAIR PRACTICE OR CIRCLE PRACTICE

PRACTICE ASKING IN PAIRS OR CIRCLE. SHOW OR EXPLAIN THE WORD.

EXAMPLE:

A: WHAT DOES SLEEPING MEAN?
B:

1. SLEEPING
2. RINGS
3. GET DRESSED
4. DRINK
5. CORNER
6. PUNCH IN

PRACTICE WITH OTHER WORDS, TOO.

SAY THESE SENTENCES

1. MARC WAKES UP AT 5:45.

2. HE TAKES THE BUS TO WORK.

3. HE LIKES COFFEE IN THE MORNING.

4. HE STARTS WORK AT 7:30.

5. WHAT DOES CORNER MEAN?

6. DO YOU TAKE THE BUS TO WORK?
   OR DO YOU DRIVE?

YOUR VOCABULARY AND SENTENCES

MAKE A LIST

1. What time do you wake up?

Name	Time	Days
Pham	6:00	M-F
Julia	6:45	M-S

2. What do you drink in the morning?

Morning drinks: coffee
orange juice
...

CIRCLE PRACTICE PLUS +

Say what the students said before you. Plus your answer too.

1. I wake up at ____________.

EXAMPLE:

A: I wake up at 6:00.

B: She wakes up at 6:00.
I wake up at 6:30.

C: She wakes up at 6:00.
He wakes up at 6:30.
I wake up at 5:00.

D: She wakes up at 6:00.
He wakes up at 6:30.
He wakes up at 5:00.
I wake up at 7:15.

2. I drink ____________ in the morning.

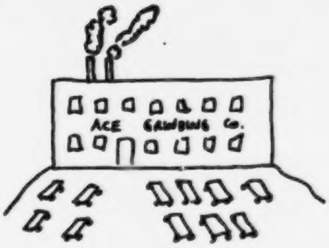
EXAMPLE:

A: I drink coffee in the morning.

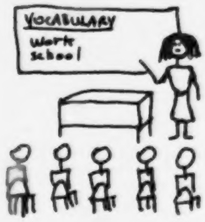
B: She drinks coffee in the morning.
I drink coffee, too.

VOCABULARY AND GRAMMAR

Go To


ACE GRINDING Co.

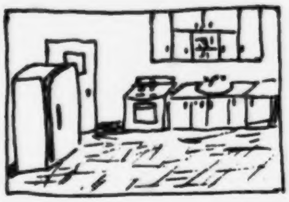
WORK



CLASS
(SCHOOL)

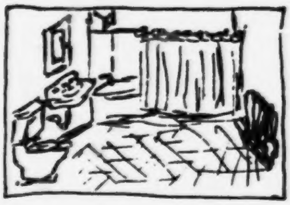
CHURCH

Go To



THE KITCHEN

THE BEDROOM

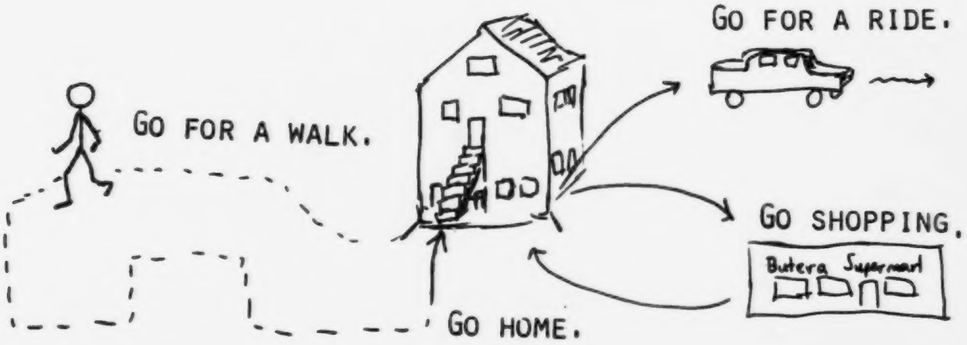


THE BATHROOM

Go To

BED

SLEEP


GO FOR A RIDE.
GO FOR A WALK.
GO SHOPPING.
Butera Supermart
GO HOME.

LISTEN AND ANSWER

ANSWER YOUR TEACHER'S QUESTIONS. THEN ASK ANOTHER STUDENT.

EXAMPLE:

TEACHER: WHAT DO YOU DO IN THE MORNING?
DO YOU DRINK COFFEE?

STUDENT: YES, I DO.
OR
NO, I DON'T.

VOCABULARY

a

b

c

d

e

f

READ AND ANSWER. THEN, TELL YOUR STORY.

"WHAT DO YOU DO IN THE MORNING?"

IN THE MORNING, I ...

___ WAKE UP EARLY
___ SLEEP LATE
___ TAKE A SHOWER
___ TAKE A BATH
___ WASH MY FACE
___ GET DRESSED
___ HELP MY CHILDREN

___ MAKE BREAKFAST
___ DRINK COFFEE
___ DRINK TEA
___ GO SHOPPING
___ WATCH TV
___ READ THE NEWSPAPER
___ TALK ON THE TELEPHONE

___ STAY HOME
___ GO TO WORK
___ GO TO SCHOOL
___ DRIVE MY CAR
___ TAKE THE BUS
___ GET A RIDE

SEPTEMBER 1984

SUN.	MON.	TUES.	WED.	THURS.	FRI.	SAT.
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

VOCABULARY

DAYS:
MONDAY
TUESDAY
WEDNESDAY*
THURSDAY
FRIDAY
SATURDAY
SUNDAY

ONE WEEK = SEVEN DAYS
TWELVE MONTHS = ONE YEAR

MONTHS:	
JANUARY	(JAN.)
FEBRUARY	(FEB.)
MARCH	(MAR.)
APRIL	(APR.)
MAY	(MAY)
JUNE	(JUNE)
JULY	(JULY)
AUGUST	(AUG.)
SEPTEMBER	(SEPT.)
OCTOBER	(OCT.)
NOVEMBER	(NOV.)
DECEMBER	(DEC.)

*(PRONUNCIATION: "WENSDAY")

PAIR PRACTICE: 2 PAGES

B: LOOK AT PAGE 13. ANSWER A'S QUESTIONS.
A: LOOK AT THIS PAGE. ASK B THESE QUESTIONS.

YOU ARE "A"

	ASK B: QUESTIONS.		LISTEN FOR: ANSWERS.
1.	IS THAT SEPTEMBER 1984?	1.	(YES.)
2.	HOW MANY MONDAYS ARE THERE?	2.	(4.)
3.	HOW MANY SATURDAYS ARE THERE?	3.	(5.)
4.	WHAT DAY IS SEPTEMBER 1?	4.	(SATURDAY.)
5.	WHAT DAY IS SEPTEMBER 7?	5.	(FRIDAY.)
6.	WHAT DAY IS SEPTEMBER 17?	6.	(MONDAY.)
7.	WHAT DAY IS SEPTEMBER 25?	7.	(TUESDAY.)
8.	WHAT DAY IS SEPTEMBER 20?	8.	(THURSDAY.)
9.	WHAT DAY IS SEPTEMBER 12?	9.	(WEDNESDAY.)
10.	WHAT DAY IS SEPTEMBER 9?	10.	(SUNDAY.)

AFTER THE ANSWERS, SAY:

THAT'S RIGHT.
OR
GOOD.
OR
VERY GOOD.

OR

SORRY.
OR
NO.
OR
TRY AGAIN.

** NOW, YOU LOOK AT PAGE 134.
TELL B: "LOOK AT PAGE 136.

PAIR PRACTICE: 2 PAGES

A: LOOK AT PAGE 134. ANSWER B'S QUESTIONS.
B: LOOK AT THIS PAGE. ASK A THESE QUESTIONS.

YOU ARE "B"

	ASK A: QUESTIONS.		LISTEN FOR: ANSWERS.
1.	WHAT MONTH DO YOU SEE?	1.	(SEPTEMBER.)
2.	HOW MANY FRIDAYS ARE THERE?	2.	(4.)
3.	HOW MANY SUNDAYS?	3.	(5.)
4.	WHAT DAY IS SEPTEMBER 10?	4.	(MONDAY.)
5.	__________ SEPTEMBER 13?	5.	(THURSDAY.)
6.	__________ SEPTEMBER 4?	6.	(TUESDAY.)
7.	__________ SEPTEMBER 28?	7.	(FRIDAY.)
8.	____________________ 22?	8.	(SATURDAY.)
9.	____________________ 30?	9.	(SUNDAY.)
10.	____________________ 5?	10.	(WEDNESDAY.)

AFTER THE ANSWERS, SAY: THAT'S RIGHT. OR NO. TRY AGAIN.

CIRCLE PRACTICE

FOR SEPTEMBER 1984 OR A DIFFERENT MONTH.

A: ________________?
B: ____________.
________________?
C: ____________.
...

DIALOGUE THEATER

1. IN ENGLISH CLASS

A: When is class?

B: 5 to 9.

A: No. I mean what days?

B: Oh.
Monday and Wednesday.

A: Thank you.

2. AT WORK ON FRIDAY

C: You work tomorrow?

D: No. Do you?

C: Yes. I have overtime.

D: Good for you.
See you Monday.

C: Good-bye.

3. AT A STORE ON SATURDAY - ON THE TELEPHONE

E: Hello. International Foods.

F: Yes.
Are you open tomorrow?

E: Yes. 10 to 2.

F: What time?

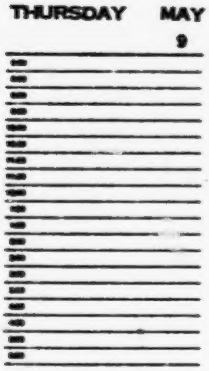
E: 10 o'clock to 2 o'clock.

F: Thank you.

E: You're welcome.

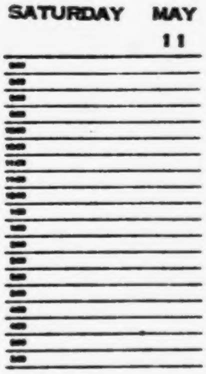
VOCABULARY

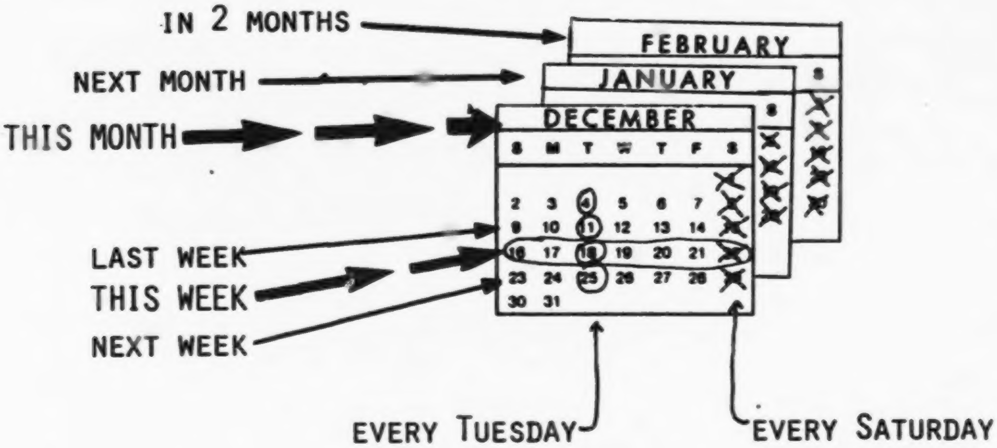
YESTERDAY



TODAY

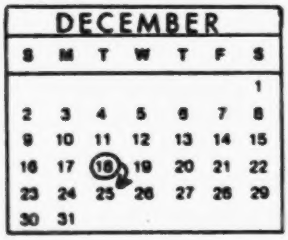
TOMORROW





FIVE DAYS A WEEK = EVERY MONDAY, TUESDAY, WEDNESDAY, THURSDAY, AND FRIDAY

IN ONE WEEK = TODAY + 7 DAYS



TELL THE CLASS

1. LOOK AT PAGE 0. TALK ABOUT ENGLISH CLASS.
2. WHEN DO YOU WORK? ("____ DAYS A WEEK.")
3. MAKE A SENTENCE WITH "EVERY __________."

WRITE

NAME: ____________________

WORK DAYS: ____________________ TIMES: ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

ENGLISH CLASS DAYS: ____________________ TIMES: ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

HOME DAYS: ____________________ TIMES: ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

WHERE?

DAYS: ____________________ TIMES: ____________________

____________________ ____________________

TELL YOUR STORY

LISTEN AND DO

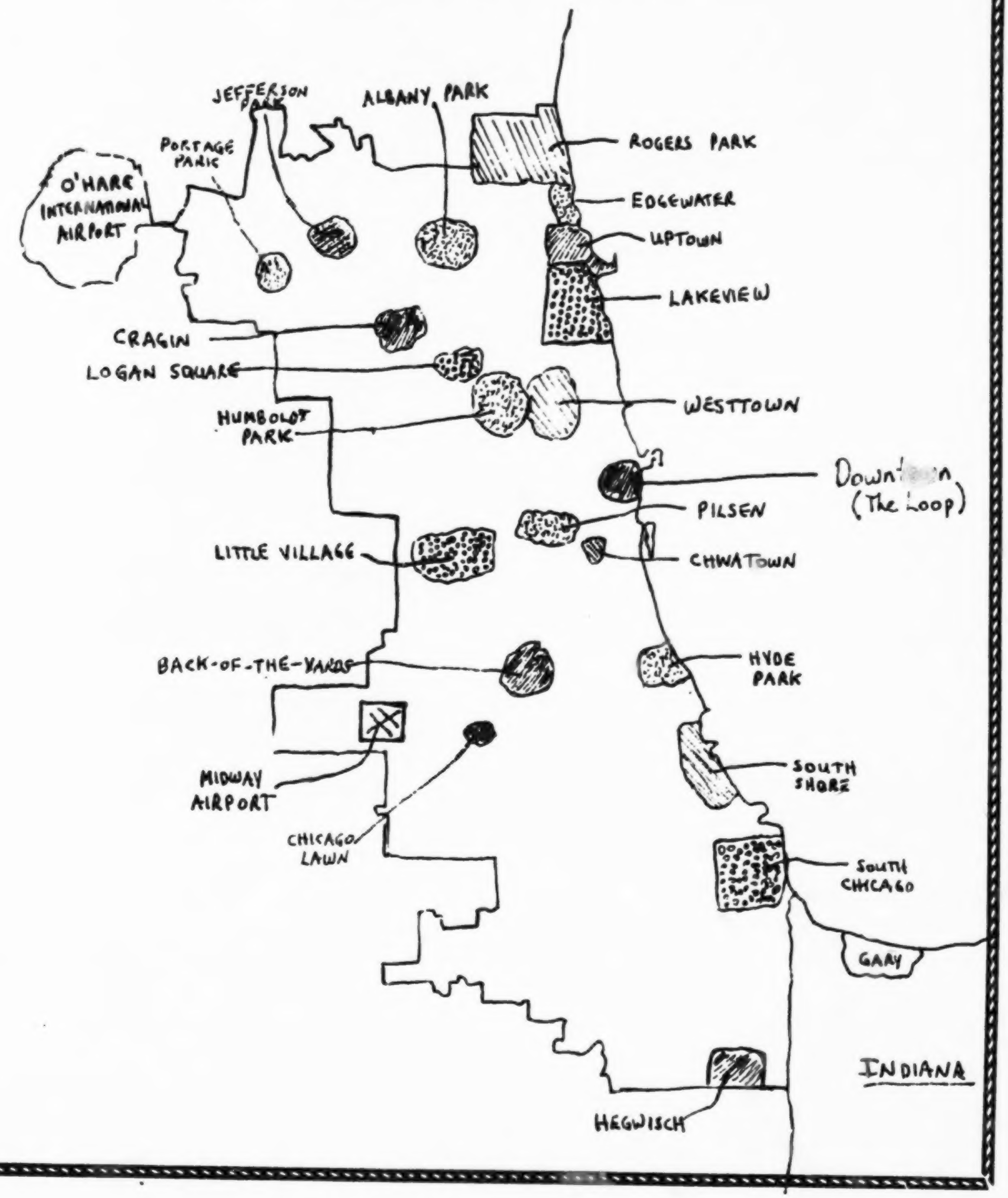
"GOING HOME"

1. IT'S 4:30.
   TIME TO GO HOME.
2. WAIT FOR THE BUS.
3. RIDE HOME.

4. GET OUT.
5. WALK TO THE DOOR.
6. TAKE OUT YOUR KEYS.
7. OPEN THE DOOR.
8. LOOK FOR THE MAIL.
9. CLOSE THE DOOR BEHIND YOU.

10. GO UPSTAIRS.
11. TAKE OFF YOUR COAT.
12. WHAT A DAY!
13. TAKE A DEEP BREATH AND RELAX!

A map of
CHICAGO
with some neighborhoods



WRITE

PLEASE PRINT.

NAME ______________________________

(first) (last)

HOME ADDRESS ______________________

____________ ZIP _______

EMPLOYER'S NAME ______________________

EMPLOYER'S ADDRESS ______________________

READ AND WRITE

ADDRESS

1. DO YOU LIVE AT 1710 W. WEBSTER?
   NO, I LIVE AT ________________.

STREET

2. DO YOU LIVE ON WESTERN AVENUE?
   ___, I LIVE ON ____________________.

IMPORTANT PLACE

3. DO YOU LIVE NEAR SCHOOL?
   ___, I LIVE NEAR ________________________.
   THAT IS NEAR ____________ AND ____________.

SIDE

4. DO YOU LIVE ON THE WEST SIDE?
   ___, I LIVE ON THE _________ SIDE.

NEIGHBORHOOD OR AREA

5. DO YOU LIVE IN THE LOOP?
   ___, I LIVE IN ____________________.

DIALOGUE THEATER

WAIT! IT'S SUNDAY!

1. AT HOME

HUSBAND:	GOOD-BYE, DEAR.
WIFE:	WHERE ARE YOU GOING?
HUSBAND:	TO WORK.
WIFE:	BUT TODAY IS SUNDAY.
HUSBAND:	OH, NO!

2. AT HOME

FATHER:	O.K., CHILDREN. IT'S TIME FOR BED.
CHILDREN:	NO.
BOY:	I WANT TO WATCH T.V.
GIRL:	I WANT TO PLAY.
FATHER:	NO. IT'S 9:30. BRUSH YOUR TEETH AND GO TO BED.
CHILDREN:	AWWWW.
FATHER:	RIGHT NOW.
CHILDREN:	ALRIGHT, ALRIGHT.
FATHER:	GO TO BED. GO TO SLEEP. GOOD NIGHT.
CHILDREN:	GOOD NIGHT, PAPA.

DIALOGUE THEATER CONTINUED

3. AT WORK

BOSS: HEY, YOU!

WORKER: WHO? ME?

BOSS: YES, YOU.
WHERE ARE YOU GOING?

WORKER: HOME.
IT'S 5:00.

BOSS: OH?
O.K. SORRY.
GO HOME.

WORKER: SEE YOU TOMORROW.

4. AT WORK ON FRIDAY

WORKER 1: WHEN DO YOU WORK?

WORKER 2: I'M PART-TIME.

WORKER 1: WHAT DAYS?

WORKER 2: WEDNESDAY, THURSDAY,
AND FRIDAY.
FROM 1 TO 6.

WORKER 1: AND SATURDAY, TOO?

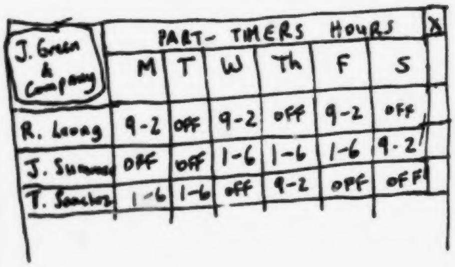
WORKER 2: YES. FROM 9 TO 2.

WORKER 1: I'LL SEE YOU WEDNESDAY.

WORKER 2: WHAT?

WORKER 1: I DON'T WORK TOMORROW.

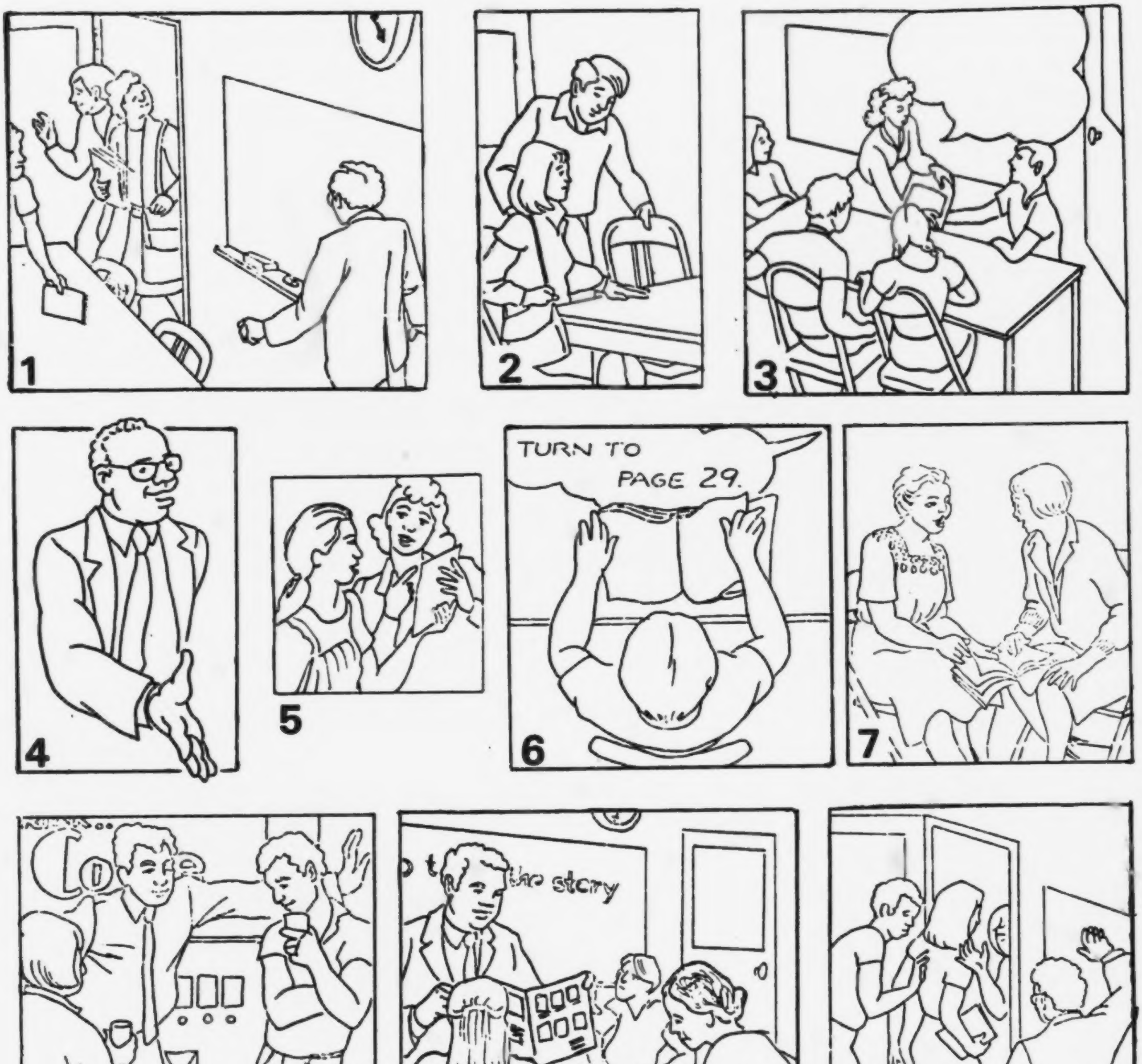
WORKER 2: OH. O.K. SEE YOU
WEDNESDAY.



J. Green & Company	PART- TIMERS HOURS					
	M	T	W	Th	F	S
R. Leong	9-2	OFF	9-2	OFF	9-2	OFF
J. Summe	OFF	OFF	1-6	1-6	1-6	9-2
T. Sanchez	1-6	1-6	OFF	9-2	OFF	OFF

TELL THE STORY

"ONE DAY IN CLASS"



TELL YOUR STORY

SUMMARY

202/UNIT ONE

"WHEN DO YOU WORK?"

VOCABULARY

TIME

HOUR
MINUTE
SECOND

ABOUT
AFTER
BEFORE

O'CLOCK
THIRTY
A QUARTER AFTER
A QUARTER TO

MORNING
AFTERNOON
EVENING
NIGHT

MIDNIGHT
NOON

A.M. (AM)
P.M. (PM)

MORNINGS

WAKE UP
ALARM CLOCK
GET UP
SHOWER
BATH
BUS
CATCH
PUNCH IN
NEWSPAPER

FOOD

EAT BREAKFAST
LUNCH
DINNER
DRINK COFFEE
TEA
ORANGE JUICE

ROOMS

BATHROOM
BEDROOM
KITCHEN
LIVING ROOM
DINING ROOM

PLACES

WORK
SCHOOL
CHURCH
BED

GO

DRIVE A CAR
WALK
GO FOR A WALK
TAKE THE BUS

DAYS

TODAY
TOMORROW
YESTERDAY

Monday	(Mon.)	(M)
Tuesday	(Tues.)	(T)
Wednesday	(Wed.)	(W)
Thursday	(Thur.)	(T)
Friday	(Fri.)	(F)
Saturday	(Sat.)	(S)
Sunday	(Sun.)	(S)

WEEK
WEEKDAY
WEEKEND

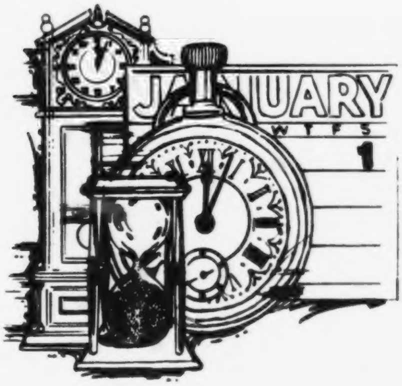
MORE TIMES

AT 5:45
ABOUT 6 O'CLOCK
BEFORE 7:30
AFTER 3:15
FROM 10 TO 2

IN THE MORNING
IN THE AFTERNOON
IN THE EVENING
AT NIGHT

TIME FOR BED
TIME FOR WORK
TIME TO GET UP
TIME TO GO (HOME)
(TO WORK)
(SHOPPING)

GRAMMAR



1.

WHAT	TIME DAY MONTH	IS	IT	?

IT'S IT IS	10 O'CLOCK WEDNESDAY APRIL	.

2.

THE CLOCK	IS	RINGING	.
MARC HE		SLEEPING GOING HOME	

3.

GET	READY DRESSED UP TO WORK	NOW ON TIME	.

4.

THE ALARM CLOCK	RINGS		AT 6:00 IN THE MORNING AT NIGHT	.
MARC HE SHE	GOES COMES	OUTSIDE TO CLASS		
	TAKES	A SHOWER		

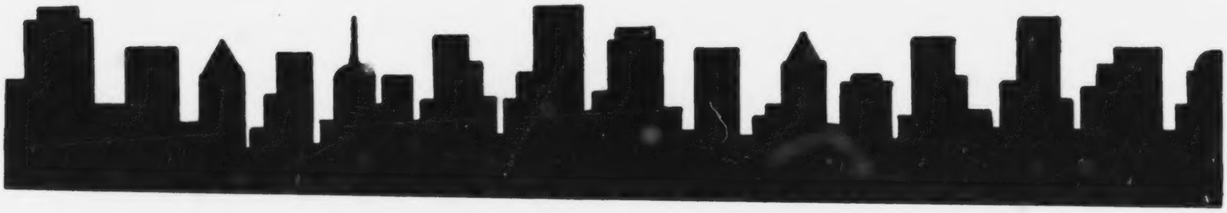
5.

Take	off	your coat	.
Take	out	your keys	
Turn	off	the alarm clock	

Look at	the clock	.
Look for	the mail	
Wait for	the bus	

6.

I You We They	live	in	Chicago Bridgeport	.
		on the	South side North side	
		on	Randolph Cicero Avenue	
She He	lives	at	1145 W. Wilson 26th and California	
		near	Wrigley Field Midway Airport	



COURSE 202

UNIT 2

"DO YOU LIKE IT?"

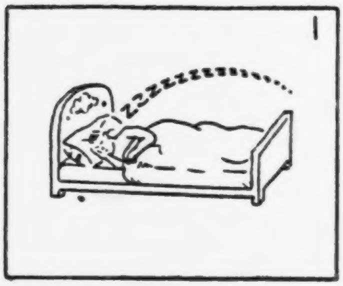
COMMUNICATION OBJECTIVES COVERED:

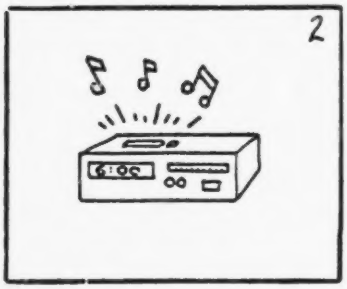
202-3	DESCRIBING DAILY ROUTINES
202-5	IDENTIFYING FOOD
202-6	EXPRESSING LIKES AND DISLIKES

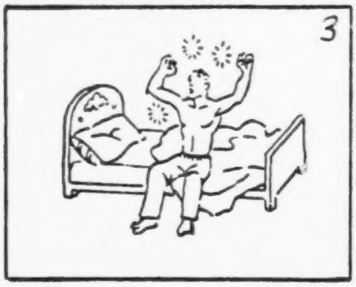
VOCABULARY

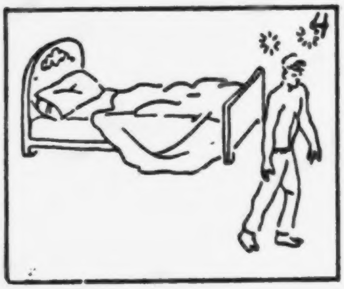
LISTEN AND SAY THE NUMBER OF THE PICTURE.

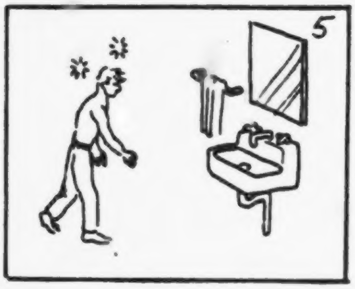
"GOOD MORNING"

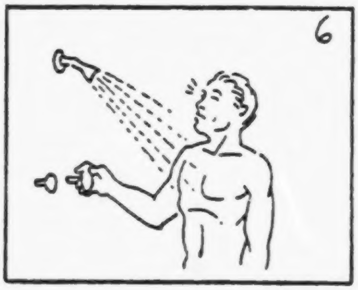


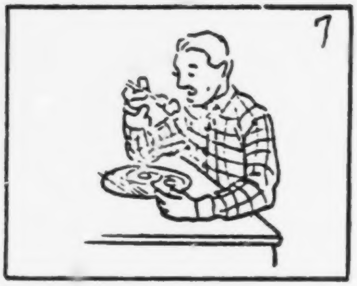


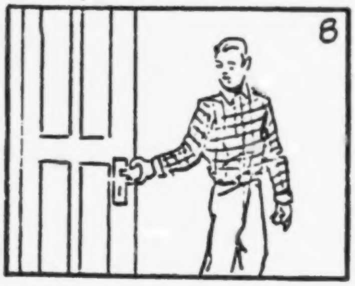












TELL THE STORY

VOCABULARY

LISTEN, SAY, AND DISCUSS.

1.	2.	3.	4.	5.
EAT	BATHROOM	CLOTHES	SHOWER	WASH
DRINK	BEDROOM	CLOSE	BATH	WATCH

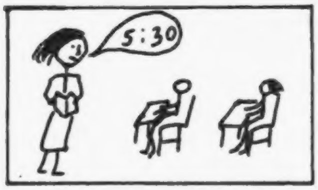
SAY THESE TIMES

A. 6:00
B. 10:00
C. 9:00
D. 9:30
E. 6:30
F. 8:00
G. 8:15
H. 8:45

LISTEN AND WRITE

PRACTICE WITH TIMES.

EXAMPLE:



CIRCLE PRACTICE

A: WHAT TIME DO YOU GET UP? ?
B: 6:00 .
A: 6:00?
B: YES.
A: THANK YOU.

1. GET UP
2. WAKE UP
3. GO TO WORK
4. __________
5.

PAIR PRACTICE

A: ________. WHAT TIME DO YOU ________?
B: ________.
A: ________?
B:
A:

GAME: INTERVIEW

ASK QUESTIONS TO ONE STUDENT AT A TIME.

EXAMPLE:

SPECIAL SECTION

WHAT TIME DO YOU..?
DO YOU...AT...?
WHAT DO YOU DO AT ....?

DIALOGUE

IN AN APARTMENT BUILDING

NEIGHBOR 1: HI, _________.
HOW ARE YOU?

NEIGHBOR 2: FINE. AND YOU?

NEIGHBOR 1: TIRED.

NEIGHBOR 2: WHY?

NEIGHBOR 1: WELL, I ALWAYS GET UP AT 5:00.

NEIGHBOR 2: HMMM.

NEIGHBOR 1: SO, I'M TIRED.

NEIGHBOR 2: YES, I UNDERSTAND.
WELL, TRY TO SLEEP MORE.

NEIGHBOR 1: O.K. I'LL TRY.

LISTEN AND ANSWER

1. IS NEIGHBOR 1 TIRED?
2. IS NEIGHBOR 1 USUALLY TIRED?
3. WHAT TIME DOES NEIGHBOR 1 GET UP?
4. WHY DOES NEIGHBOR 1 GET UP AT 5:00?
5. ARE YOU SOMETIMES TIRED?
6. WHAT DO YOU DO WHEN YOU ARE TIRED?

VOCABULARY

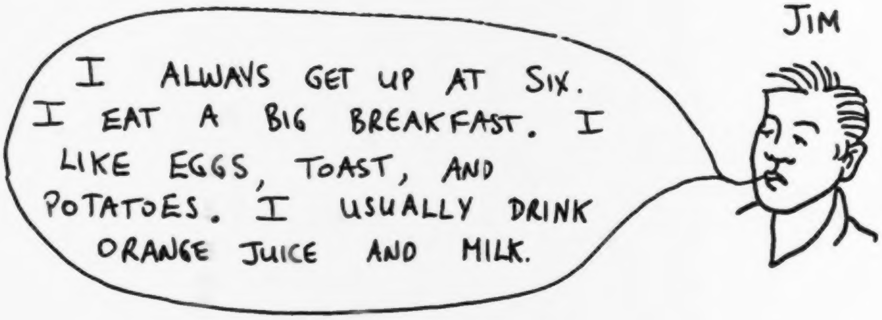
TIRED
HUNGRY
THIRSTY

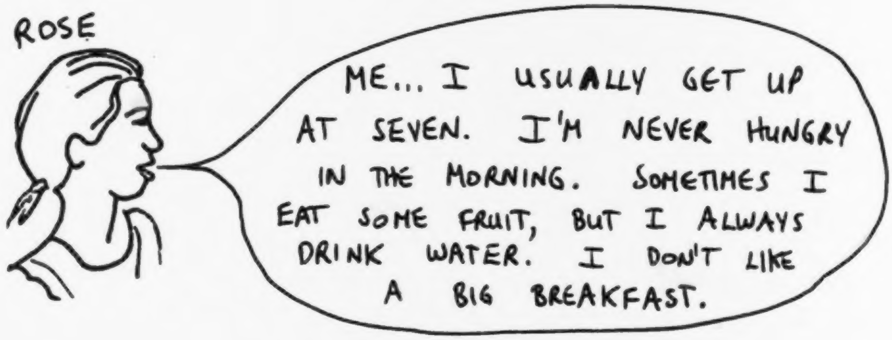
UNDERSTAND
TRY
SLEEP

ALWAYS
BREAKFAST
NEIGHBOR

LISTEN AND READ

TWO FRIENDS TELL US THEIR STORIES.


JIM
I ALWAYS GET UP AT SIX. I EAT A BIG BREAKFAST. I LIKE EGGS, TOAST, AND POTATOES. I USUALLY DRINK ORANGE JUICE AND MILK.


ROSE
ME... I USUALLY GET UP AT SEVEN. I'M NEVER HUNGRY IN THE MORNING. SOMETIMES I EAT SOME FRUIT, BUT I ALWAYS DRINK WATER. I DON'T LIKE A BIG BREAKFAST.

LISTEN AND ANSWER

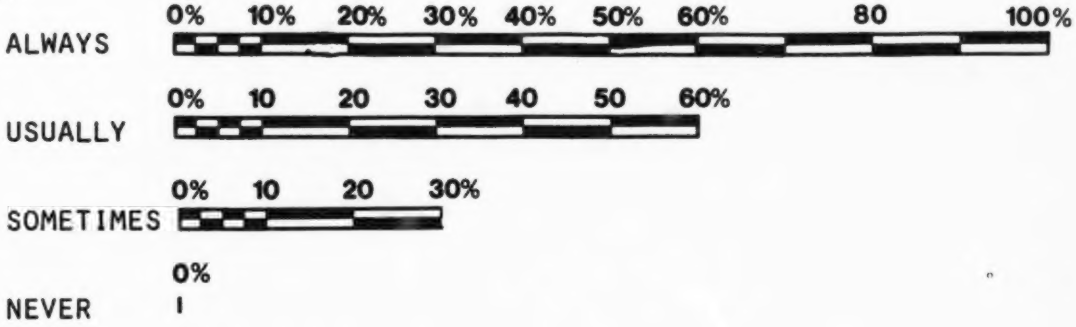
NOW, ANSWER THESE QUESTIONS.

1. DOES THE MAN GET UP AT 6:00?
2. WHO GETS UP FIRST, THE MAN OR THE WOMAN?
3. WHO EATS A BIG BREAKFAST?
4. WHAT DO YOU LIKE TO EAT FOR BREAKFAST?

YOUR VOCABULARY

TALK ABOUT BREAKFAST FOODS AND DRINKS.

VOCABULARY



MAKE A LIST

1. WHAT TIME DO YOU USUALLY GET UP?
2. WHAT DO YOU USUALLY EAT FOR BREAKFAST?
3. WHAT DO YOU USUALLY DRINK IN THE MORNING?

EXAMPLES:

NAME	TIME UP	BREAKFAST FOODS	DRINK(S)
LILY	6:15	TOAST, BANANA	WATER TEA
HECTOR	4:30	EGG AND MUFFIN	COFFEE

SUBSTITUTION PRACTICE

MAKE SENTENCES ABOUT PEOPLE IN THE CLASS.

EXAMPLES:

LILY HECTOR . . .	ALWAYS USUALLY SOMETIMES NEVER	WAKES UP	AT XXXX.
		EATS DRINKS	XXXXXXX.

PAIR PRACTICE

EXAMPLE:

A: HERE'S A BANANA.
B: HERE ARE SOME BANANAS, TOO.
A: HOW MANY?
B: FOUR.

I HAVE .....

A

1\.

A BANANA

2\.

A POTATO

3\.

A TOMATO

4\.

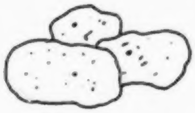
AN EGG

B

1\.

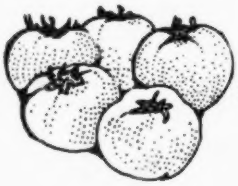
BANANAS
SOME BANANAS
4 BANANAS

2\.



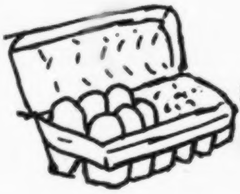
POTATOES
SOME POTATOES
3 POTATOES

3\.



TOMATOES
SOME TOMATOES
5 TOMATOES

4\.



EGGS
SOME EGGS
6 EGGS

5. I HAVE A CARROT.
6. AN APPLE.
7. AN ORANGE.
8. A COOKIE.

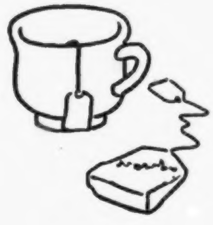
5. I HAVE SOME CARROTS, TOO. (7)
6. APPLES (4)
7. ORANGES (10)
8. COOKIES (8)

VOCABULARY

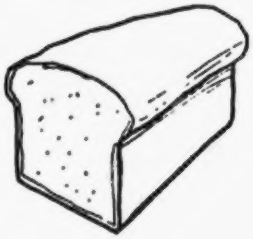
"FOOD AND DRINK"

JUICE

COFFEE

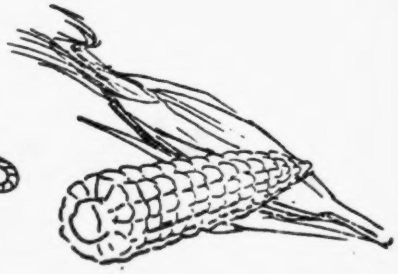

TEA

SOUP


BREAD

TOAST

CANDY


CORN

MORE DRINKS:		MORE FOODS:
MILK		CHEESE
WATER		BUTTER
		LETTUCE

CIRCLE PRACTICE

A: Some ?
B: Yes, please.
OR
No, thanks.

EXAMPLE:

SOME COFFEE?
YES, PLEASE.

VOCABULARY

FRUITS: APPLES
ORANGES
GRAPES

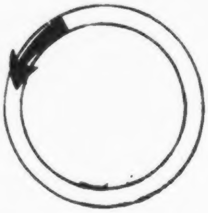
VEGETABLES: CARROTS
GREEN BEANS
LETTUCE

MEAT: HAMBURGERS
BEEF
HOT DOGS

DAIRY PRODUCTS: MILK
BUTTER
CHEESE

DESSERT: CAKE
COOKIES
ICE CREAM

CIRCLE PRACTICE

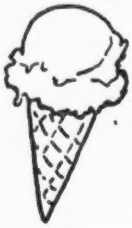


LOOK AT THE PICTURES.
PRACTICE THESE QUESTIONS AND ANSWERS.

EXAMPLE:

A: DO YOU LIKE NUMBER 4?
B: YES, I LIKE HAMBURGERS.
OR
NO, I DON'T HAMBURGERS.

1.



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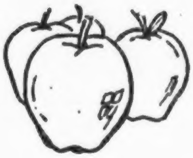

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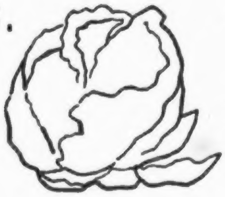

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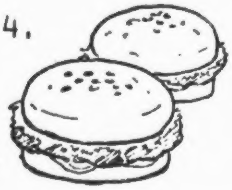
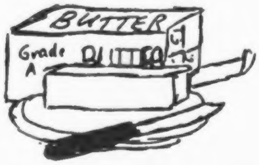


5.



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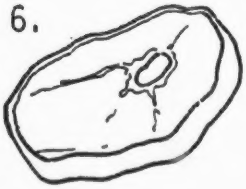

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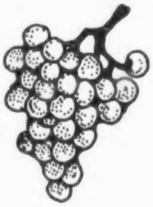

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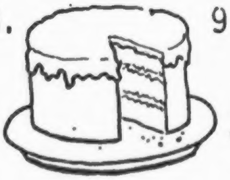

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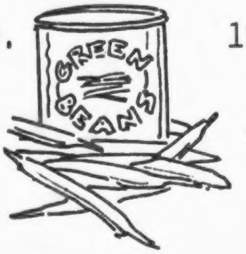

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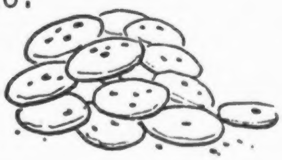

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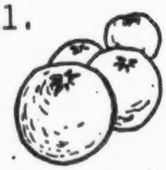

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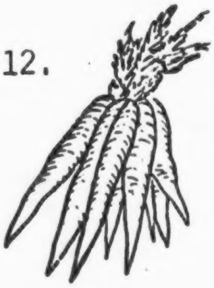

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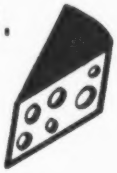

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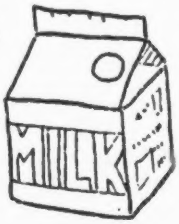

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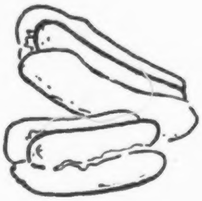


SPEAK, LISTEN, AND WRITE 1

ON YOUR PAPER, COPY THIS PICTURE OF 9 BOXES.

1.	2.	3.
4.	5.	6.
7.	8	9.

ASK THE TEACHER WHERE THE FOOD IS.
YOUR TEACHER WILL TELL YOU.
WRITE THE NAME OF THE FOOD IN THE BOX.

EXAMPLE:

YOU: WHERE IS THE MEAT?
TEACHER: IT'S IN BOX ______.
YOU: (WRITE "MEAT" IN THE RIGHT BOX.

FOOD LIST 1

- MILK
- CHEESE
- SOUP
- BUTTER
- MEAT
- ICE CREAM
- LETTUCE
- TOAST
- BREAD

SPEAK, LISTEN, AND WRITE 2

MAKE 9 BOXES.

EXAMPLE:

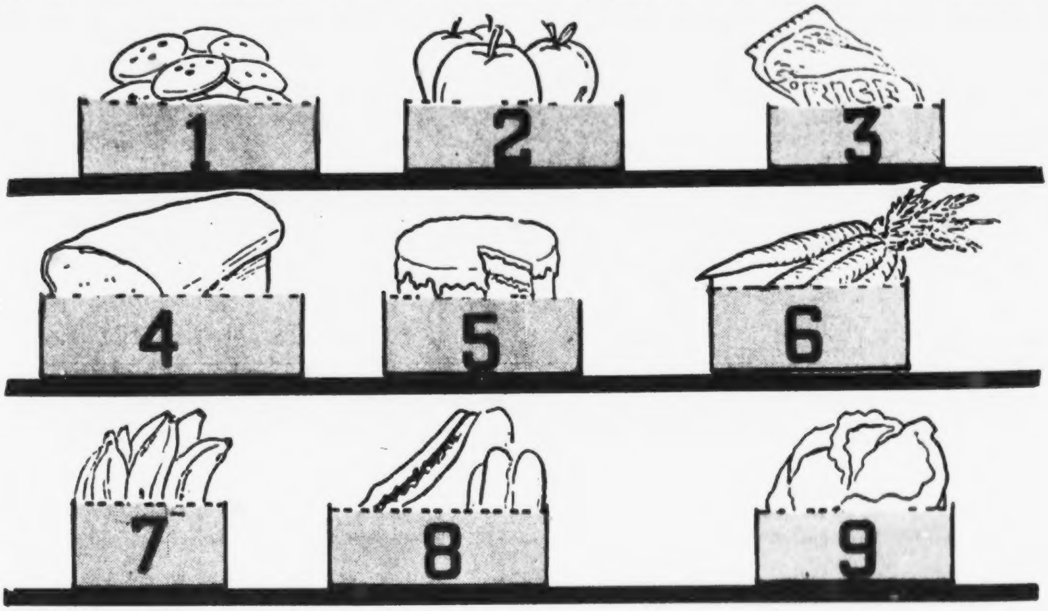
YOU: WHERE ARE THE EGGS?
TEACHER: THEY'RE IN BOX _____.
YOU: (WRITE.)

FOOD LIST 2

- POTATOES
- CARROTS
- GRAPES
- GREEN BEANS
- BANANAS
- TOMATOES
- HOT DOGS
- EGGS

WRITE

LOOK AT THE PICTURE. ON YOUR OWN PAPER, WRITE WHERE THE FOOD IS.



PAIR PRACTICE: 2 PAGES

LOOK AT PAGE 159, "SPEAK, LISTEN, AND WRITE."

A: COPY THE 9 BOXES.

DON'T WRITE IN THEM.

LOOK AT THESE WORDS.

DON'T LOOK AT B'S PAPER.

WAIT A MINUTE.
(B IS WRITING)

ASK B WHERE THE FOOD IS.

EXAMPLES:

A: WHERE ARE THE GRAPES?
B: ______________________
A: WHERE IS THE RICE?
B: ______________________

B: COPY THE 9 BOXES.

LOOK AT THESE WORDS.

WORDS

cheese bread butter
POTATOES grapes
pop
lettuce hot dogs RICE

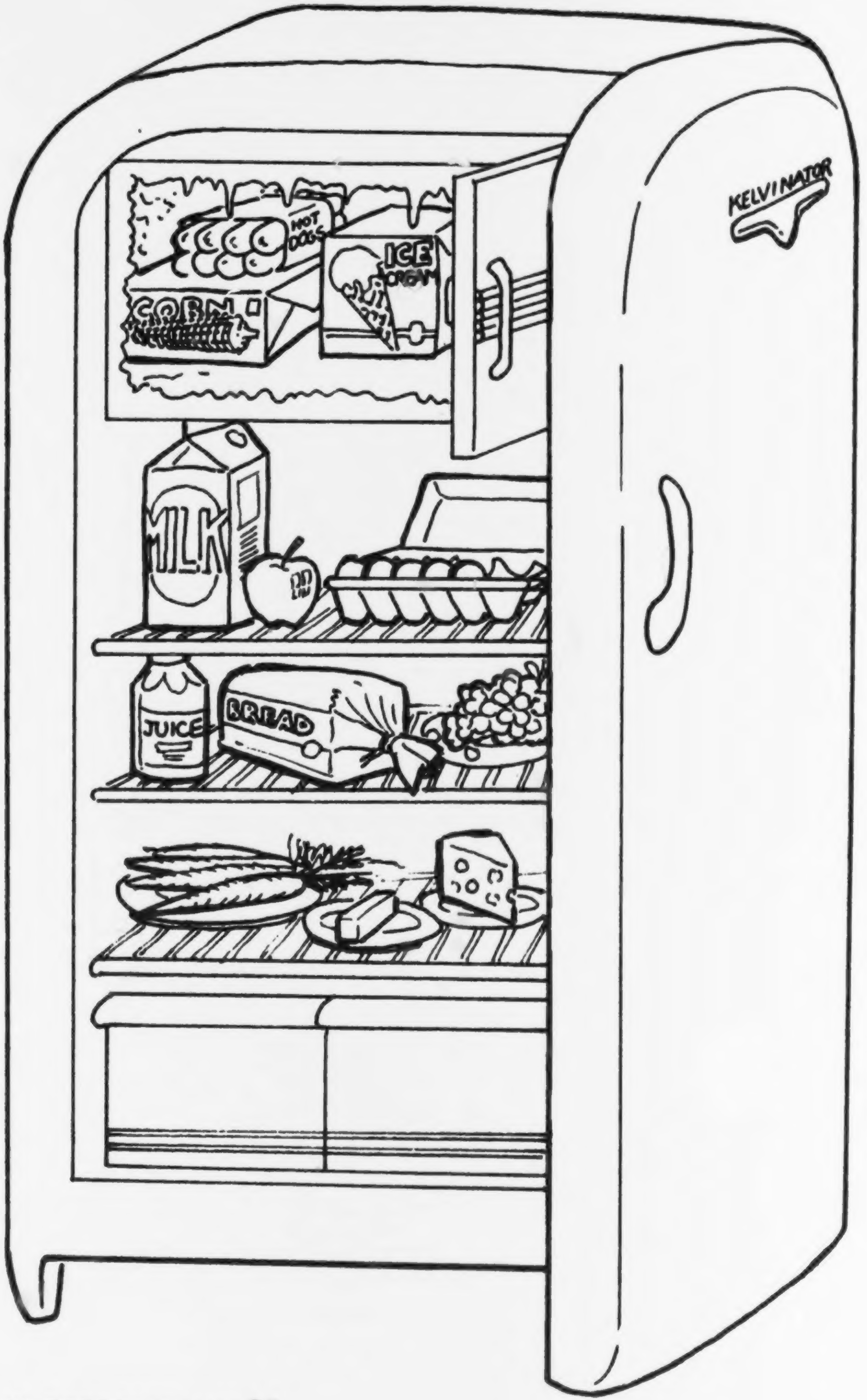
WRITE 1 WORD IN EACH BOX.

WRITE EACH WORD ONLY 1 TIME.

DON'T SHOW YOUR PAPER.
TO A.

ANSWER B'S QUESTIONS.

LOOK AND SAY



"WHAT'S IN THE REFRIGERATOR?"

NAME EACH KIND OF FOOD. USE A, AN, SOME, AND NUMBERS.

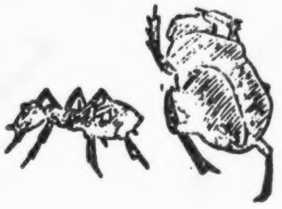
MORE VOCABULARY

WATERMELON

POP

CHICKEN

RICE


BUGS

RATS

CATS

SNOW

COOKING

TALKING
ON THE
PHONE

RUNNING

FISHING

YOUR VOCABULARY

TALK ABOUT FOODS, THINGS, AND ACTIVITIES.
DO YOU LIKE THEM?

CIRCLE PRACTICE

ASK ABOUT THE FOOD IN THE REFRIGERATOR ON PAGE 6.

EXAMPLES: A: WHERE'S THE ICE CREAM?
B: IT'S IN THE REFRIGERATOR.
WHERE ARE THE HOT DOGS?
C: THEY'RE IN THE REFRIGERATOR.
WHERE IS/ARE THE __________?
D: IT'S/THEY'RE IN THE REFRIGERATOR.

1. ICE CREAM
2. HOT DOGS
3. CORN
4. __________
5.

GO AND FIND OUT

LOOK IN YOUR REFRIGERATOR AT HOME. ON A PIECE OF PAPER, WRITE THE KINDS OF FOOD YOU SEE. BRING YOUR PAPER TO CLASS.

DIALOGUES

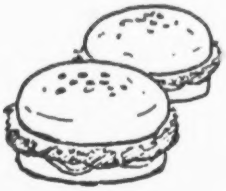
A: DO YOU LIKE HOT DOGS?
B: NO, I DON'T.
A: WHAT ABOUT STEAK?
B: I LIKE IT A LOT.

C: DOES MARIA LIKE MEXICAN FOOD?
D: YES, SHE DOES.
C: WHAT ABOUT AMERICAN FOOD?
D: SHE DOESN'T LIKE IT VERY MUCH.

E: DO YOU LIKE GREEN BEANS?
F: NO, I DON'T.
E: HOW ABOUT CARROTS?
F: OH, I LIKE THEM A LITTLE.

TELL THE CLASS

I LIKE _____________ A LOT/A LITTLE.
I DON'T LIKE ___________ VERY MUCH.



WRITE

LOOK AT THE VOCABULARY ON PAGE 12 OR USE YOUR VOCABULARY. ON YOUR OWN PAPER, MAKE TWO LISTS.

I LIKE	__________.	I DON'T LIKE	__________.
	__________.		__________.
	__________.		__________.
	__________.		__________.
	__________.		__________.

PAIR PRACTICE: INTERVIEW

TALK TO YOUR PARTNER. ON YOUR PAPER, WRITE 3 THINGS YOUR PARTNER LIKES. WRITE 3 THINGS YOUR PARTNER DOESN'T LIKE.

__________ LIKES __________.

__________ LIKES __________.

__________ LIKES __________.

__________ DOESN'T LIKE __________.

__________ DOESN'T LIKE __________.

__________ DOESN'T LIKE __________.

TELL THE CLASS

TELL THE CLASS ABOUT YOUR PARTNER.

DIALOGUE THEATER

Do you like me?
Yes, we do. We like you a lot.
Do you like her?
Yes, we do. We like her a lot.
Do you like him?
Well, yes. We like him a little.

DISCUSS

Do you like ________?	Yes, I do. No, I don't.
Does $\left\{\begin{matrix}\text{he}\\\text{she}\end{matrix}\right\}$ like ________?	Yes, $\left\{\begin{matrix}\text{he}\\\text{she}\end{matrix}\right\}$ does.
	No, $\left\{\begin{matrix}\text{he}\\\text{she}\end{matrix}\right\}$ doesn't.

Use all the vocabulary in this lesson. Also use your apartment, your job, and Chicago.

SUMMARY
202/UNIT TWO
"Do you like it?"

VOCABULARY

Morning Activities

- SLEEP
- WAKE UP
- GET UP
- GO TO THE BATHROOM
- TAKE A SHOWER
- GET DRESSED
- EAT SOME BREAKFAST
- DRINK SOME COFFEE
- GET READY
- GO TO WORK

- TIRED
- ALARM CLOCK
- MUSIC
- WASH
- BATH
- CLOTHES
- FOOD
- TEA
- CLOSE
- LOCK

Breakfast foods

- EGGS
- TOAST
- BREAD
- BUTTER
- FRUIT
- CHEESE
- MEAT
- POTATOES

Breakfast drinks

- COFFEE
- TEA
- ORANGE JUICE
- HOT CHOCOLATE
- MILK
- WATER

Fruits

- BANANA
- APPLE
- ORANGE
- GRAPES
- ____________
- ____________

Vegetables

- TOMATO
- CARROT
- LETTUCE
- GREEN BEANS
- CORN
- ____________

MEATS

- BEEF
- STEAK
- HAMBURGERS
- HOT DOGS
- CHICKEN
- FISH
- PORK

SWEETS

- CANDY
- COOKIES
- ICE CREAM
- CAKE

OTHER FOODS

- SOUP
- SANDWICH
- RICE
- ____
- NOODLES
- _______

ACTIVITIES

- STUDYING
- COOKING
- RUNNING
- FISHING
- WORKING
- SLEEPING
- TALKING ON THE PHONE
- EATING
- DRINKING

OTHER VOCABULARY

- NEIGHBOR
- BUILDING
- MICE
- RATS
- BUGS
- SNOW
- RAIN

GRAMMAR

1.

I You We They	LIKE	FISH CHICKEN FRUIT SLEEPING WORKING	.
He She	LIKES		

2.

I You We They	DON'T LIKE	BUGS MICE WINTER	.
He She	DOESN'T LIKE		

* DO NOT

* DOES NOT

3.

Do	YOU	LIKE	COFFEE HOT DOGS COOKING	?
Does	SHE			

Yes,	SHE	DOES	.
No,	SHE	DOESN'T	

Yes,	SHE	DOES	.
No,	SHE	DOESN'T	

4.

WE	LIKE	HIM HER IT THEM	.

SHE	LIKES	ME YOU US	.

5.

I	LIKE	IT	A LOT A LITTLE	.

* VERY MUCH .

* NOT VERY MUCH

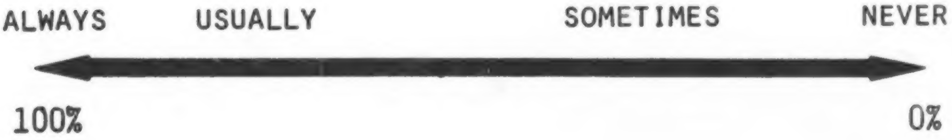
6.

A	BANANA POTATO
AN	ORANGE APPLE

SOME	BANANAS POTATOES - - - - - - ORANGES APPLES

SOME	MILK BREAD RICE ORANGE JUICE

7.



COURSE 202

UNIT 3

"CAN I HAVE A LARGE COFFEE?"

COMMUNICATION OBJECTIVES COVERED:

202-4	ASKING FOR REPETITION OR CLARIFICATION
202-7	DESCRIBING THINGS
202-9	ASKING FOR THINGS

DIALOGUE 1

At a bus stop

A: Excuse me.
Do you have change?

B: Yes.
I think so.
Here.

A: Thank you.

DIALOGUE 2

In a Store

A: Yes?

B: A pack of Regal 100's.

A: (Gets cigarettes.)
A dollar even.

B: Excuse me.

A: One dollar.

B: O.K.
Here.

ANSWER THESE QUESTIONS

Dialogue 1

1. Where are they? What are they doing?
2. How much is a bus ride?
3. Do you need exact change for the bus?
4. Will the driver give change?
5. Do you always have change?
6. Where do you get change?

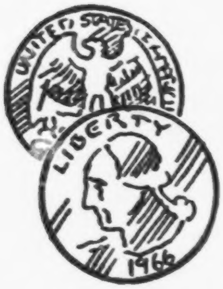
Dialogue 2

1. Where are they? What are they doing?
2. What is the man buying?
3. How much is it?
4. What does the woman say?
5. Do you smoke?
6. Do your friends smoke?

LISTEN AND SAY THE NUMBER

Your teacher will say a sentence.
Listen. What is the right number?

1.



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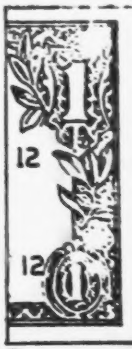

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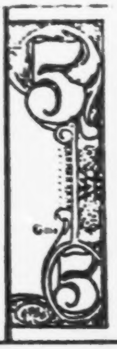
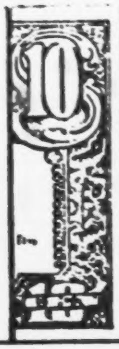


4.



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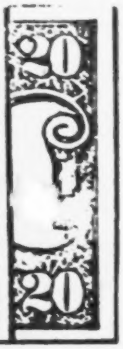
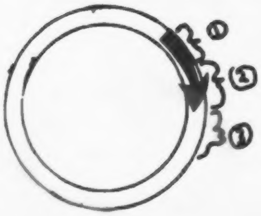
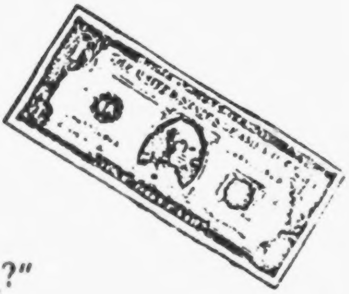


CIRCLE PRACTICE





"DO YOU HAVE CHANGE FOR A ________?"

EXAMPLES:

A: DO YOU HAVE CHANGE FOR A DOLLAR?
B: (LOOK.)
O.K. HERE.
A: THANK YOU.

B: DO YOU HAVE CHANGE FOR A QUARTER?
C: (LOOK.)
SORRY.
B: THAT'S O.K.

1. DOLLAR
2. QUARTER
3. FIVE
4. TEN
5. TWENTY

SUBSTITUTION PRACTICE

DO YOU HAVE	CHANGE FOR A	DOLLAR?
I NEED		TEN
I WANT		FIVE
CAN I HAVE		QUARTER

LISTEN AND ANSWER

YES?
YES.
YES. I DO.
O.K.
+ HERE.

NO?
NO, SORRY.
NO, I DON'T.
SORRY.

DIALOGUE THEATER

1. In English class

A: Oh, no!

B: What's wrong?

A: I need to call home,
and I don't have change.

B: Let me see.
Here's change for a dollar.

A: Thanks.

B: You're welcome.

2. In a Store

C: Excuse me.

D: Yes?

C: I need change.

D: You have to buy something.

C: Oh. O.K.
A small root beer.

D: 37 cents.
Here's your change.
Thank you.

C: Thank you.

DIALOGUE THEATER PLUS

In a Store

Customer: Excuse me.
Can I have change for a dollar?

Clerk: Let me see.
Are dimes and nickels, O.K.?

Customer: ______________________________.

1. That's fine. Thank you very much. + Clerk: ???

2. Yes, but I need one quarter. + Clerk: ???

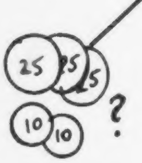
3. Can I have four quarters? + Clerk: ???

4. ? ? ? + Clerk: ???

VOCABULARY

Review change for a dollar in 201, Unit 4, page 04.

ROLE PLAY

A: $20?	A: $10?	A: $5?	A: $1	A: O.K.
B: No.	B: No.	B: No.	B:  25 25 25 10 10 ?	B: Here.

ROLE PLAY

TWO PEOPLE ARE WAITING FOR THE BUS.
ANOTHER PERSON COMES TO TAKE THE BUS.
THE BUS IS COMING.

A: YOU HAVE $5.00. YOU NEED CHANGE.
B: YOU DON'T HAVE CHANGE.
C: YOU DON'T UNDERSTAND A.

THERE IS A DRUGSTORE NEAR THE BUS STOP.
D: YOU WORK IN THE DRUGSTORE.

VOCABULARY HELP FOR A, B, AND C

A: EXCUSE ME.
DO YOU HAVE ______?
I NEED ________.
CHANGE.
PLEASE.

B: SORRY.
I DON'T HAVE ________.

C: WHAT?
WHAT DID YOU SAY?
EXCUSE ME?

LISTEN AND DO

"WHAT DO YOU HAVE TODAY?"

1. SHOW SOMETHING TO THE CLASS
   (YOU: "LOOK AT THIS.")
2. WHAT IS THAT IN ENGLISH?
   DO YOU KNOW?
3. YES — SAY THE WORD IN ENGLISH.

   NO — ASK THE CLASS.
   (YOU: "WHAT'S THIS IN ENGLISH?")
   LISTEN, AND SAY THE ENGLISH WORD.
4. SAY THE WORD IN YOUR LANGUAGE.
   (YOU: "IN _________, THIS IS _________.")
5. SAY IT IN ENGLISH AGAIN.

TELL THE CLASS

"TODAY, I HAVE THIS.
IN _________, WE SAY _________.
IN ENGLISH, THE NAME IS _________."

LISTEN AND ANSWER

TEACHER: "WHO HAS THE _________?"

STUDENTS:" _________ DOES." OR STUDENT: "I DO."

LISTEN AND ANSWER

1. TEACHER:

TEACHER:	YOU:
____________.	HERE.
____________.	HERE IT IS.
____________.	SURE. HERE IT IS.
____________.	YES, OF COURSE.
____________.	HERE YOU ARE.

2.

A:	B:
THE ERASER, PLEASE.	____________.
GIVE ME THE ERASER, PLEASE.	____________.
I NEED THE ERASER, PLEASE.	____________.
I WANT THE ERASER, PLEASE?	____________.
CAN I HAVE THE ERASER, PLEASE?	____________.

CIRCLE PRACTICE

EXAMPLES:

1. A: I HAVE THE ERASER.
B: CAN I HAVE THE ERASER?
A: YES. HERE IT IS.

B: I HAVE IT NOW.
C: GIVE ME THE ERASER.
B: . . . . . .

2. A: I HAVE THE SMALL DICTIONARY.
B: . . . .
A: I HAVE IT NOW.
C: . . . .

1. ERASER
2. DICTIONARY (A SMALL ONE)
3. PENCIL (A___ONE)
4.
5.

VOCABULARY

"COLORS

RED
YELLOW
BLUE
ORANGE
GREEN
PURPLE
BROWN
TAN
PINK
BLACK
WHITE
GRAY

LISTEN AND DO

"FIND SOMETHING RED"

1. FIND SOMETHING "RED" IN THE ROOM.
2. WALK TO IT AND POINT.
3. SAY: "THIS IS RED."
4. FIND ANOTHER RED THING.
5. WALK TO IT AND TOUCH IT.
6. SAY: "THIS IS RED, TOO."
7. DO IT AGAIN FOR ANOTHER COLOR.

THE ____________ IS RED.

THIS THING IS RED, TOO.

PAIR PRACTICE ➡⬅

USE COLORED PIECES OF PAPER.

"A" ➡ "B"	"B" ➡ "A"
A: PLEASE GIVE ME ONE.	B: CAN I HAVE A PIECE OF PAPER?
B: WHAT COLOR DO YOU WANT?	A: WHAT COLOR?
A: ORANGE.	B: I WANT A BLUE ONE.
B: THIS ONE?	A: THIS ONE?
A: YES. THANK YOU.	B: YES, THAT'S IT. THANKS.
(REPEAT 4 TIMES)	(REPEAT 4 TIMES)

TELL THE CLASS

TALK ABOUT YOUR CLOTHES, CAR, HOME, OR THINGS.
USE COLORS.

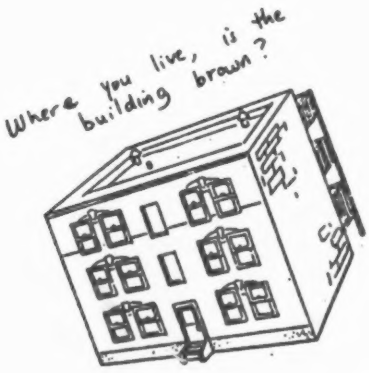
EXAMPLES:

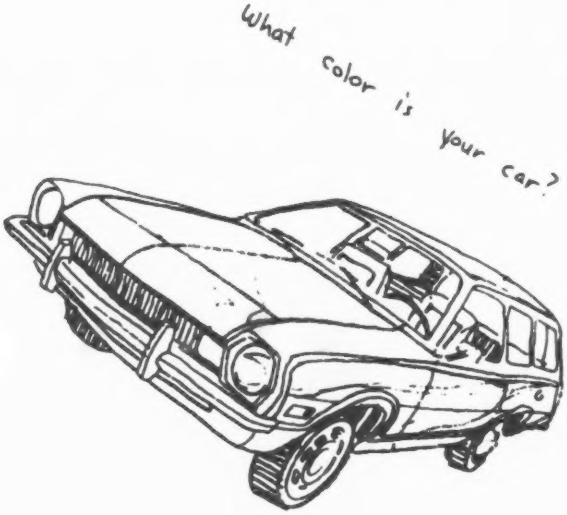
I HAVE A BLUE CHEVROLET.

I LIKE MY BROWN JACKET.

WE HAVE A YELLOW KITCHEN.

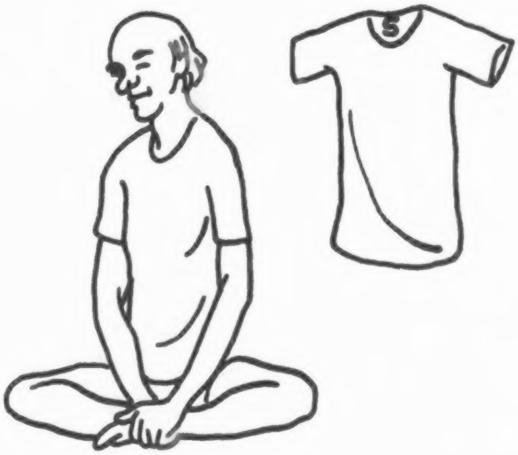
I HAVE A GREEN NOTEBOOK.
IT'S O.K.
BUT I WANT A TAN NOTEBOOK.

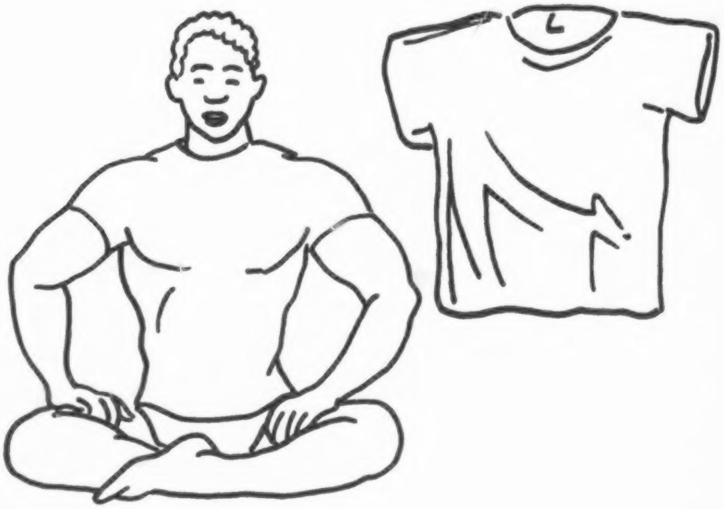

Where you live, is the building brown?

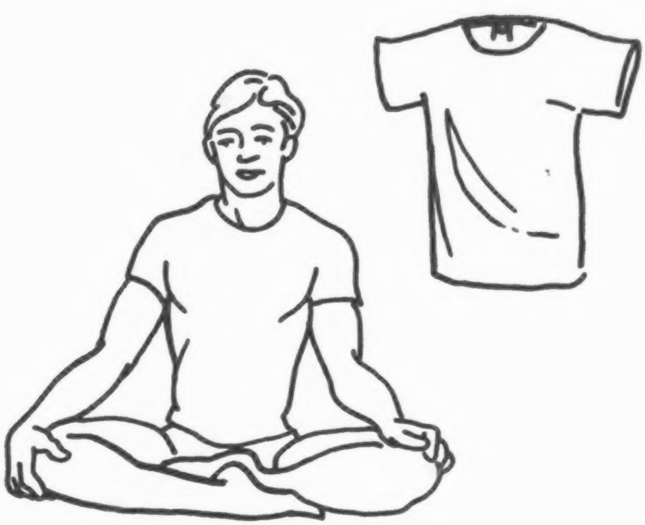

What color is your car?

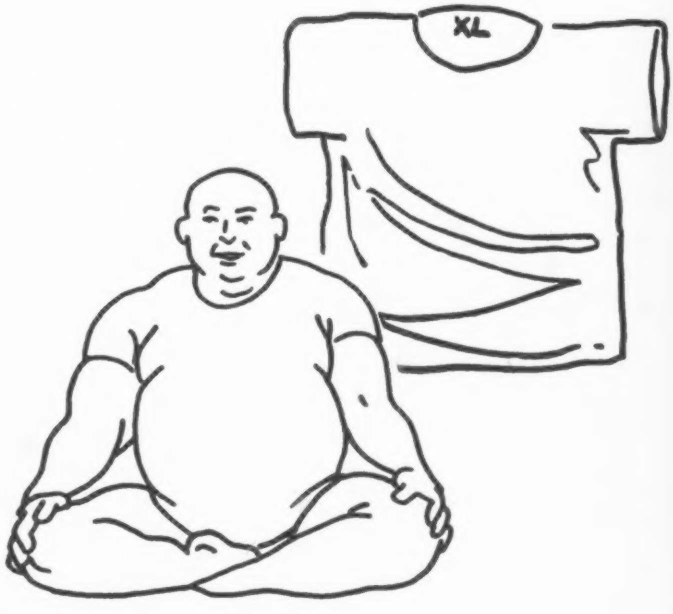
Do you wear a hat?
What does it look like?

LISTEN AND POINT





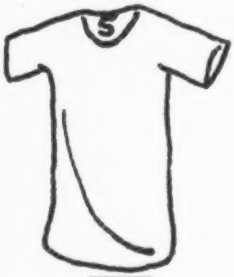




VOCABULARY

SIZE:	SMALL (LITTLE)	MEDIUM	LARGE (BIG)

READ AND DRAW A LINE



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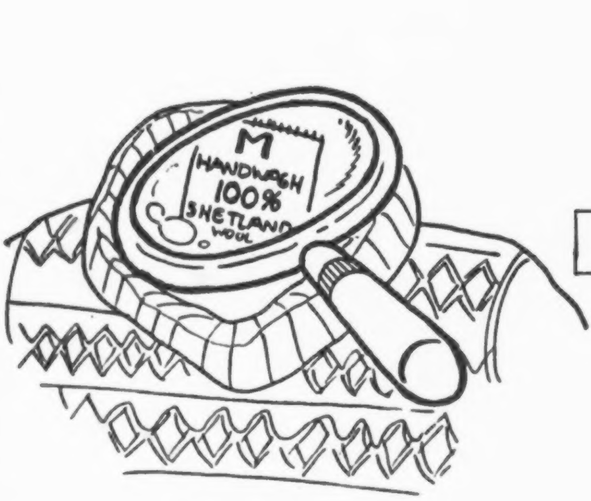
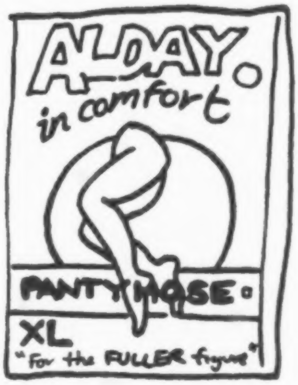


☐

○ SMALL

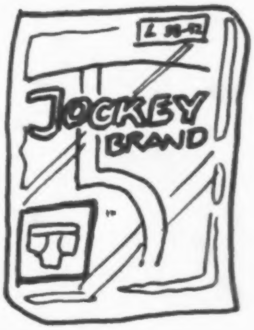
○ MEDIUM



☐

○ LARGE

○ EXTRA-LARGE



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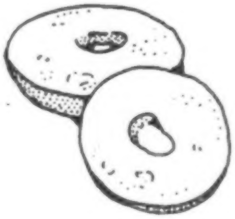
TOO BIG FOR YOU ?

DIALOGUE THEATER

1. IN A COFFEE SHOP



A: GIVE ME A LARGE COFFEE.

B: O.K. ONE LARGE COFFEE.
CREAM AND SUGAR?

A: JUST SUGAR. NO CREAM.
AND A SMALL DONUT.

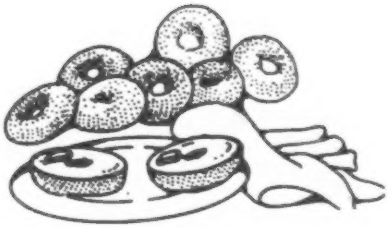
B: WHICH ONE?

A: THE SMALL WHITE ONE.

B: THIS ONE.

A: NO.
THE OTHER ONE.
THERE.

B: ALRIGHT.
THAT'LL BE $1.05.



ONE-OH-FIVE.
OR
A DOLLAR FIVE.

2. IN A DOCTOR'S OFFICE

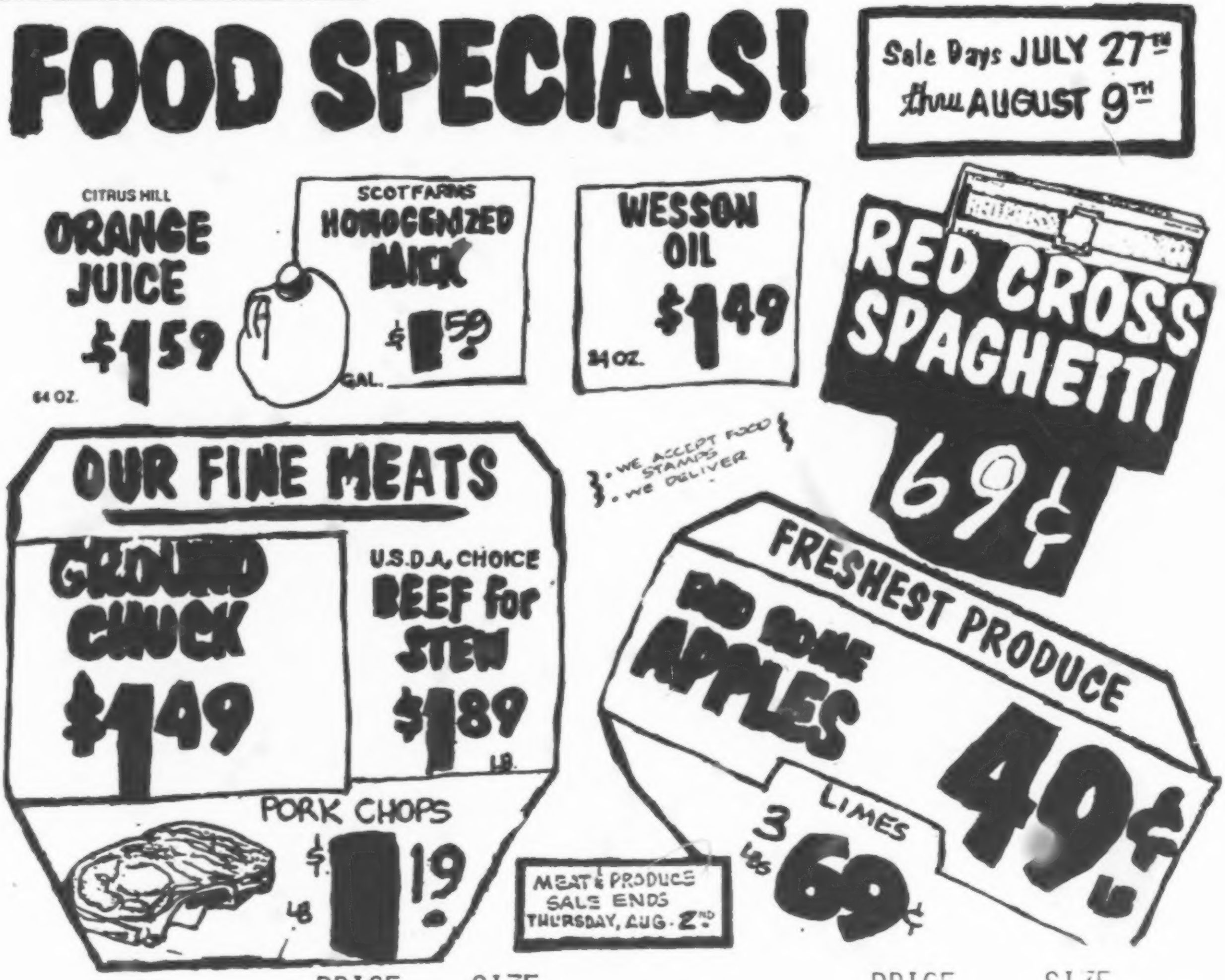
DOCTOR: O.K. TAKE 2 OF THESE BIG ONES WITH WATER
THREE TIMES A DAY.
AND TAKE 3 OF THESE LITTLE ONES ONCE A DAY.

PATIENT: 2 BIG, 3 TIMES, AND 3 LITTLE....
AGAIN, PLEASE?

DOCTOR: TWO BIG ONES THREE TIMES A DAY -
2 IN THE MORNING, 2 AT NOON, AND 2 AT NIGHT.
AND THREE LITTLE ONES ONE TIME. O.K.?
DO YOU UNDERSTAND?

PATIENT: YES. TWO 3 TIMES, AND THREE 1 TIME.
CAN YOU WRITE THAT, PLEASE?

READ AND WRITE THE ANSWER



	PRICE	SIZE		PRICE	SIZE
PORK CHOPS	$1.19	LB.	GROUND CHUCK	______	______
APPLES	______	______	ORANGE JUICE	______	______
MILK	______	______	COOKING OIL	______	______
LIMES	______	______	BEEF FOR STEW	______	______

VOCABULARY

SPECIAL
SALE

OUNCE = OZ.
POUND = LB.

GALLON = GAL.

MEAT
PRODUCE

VOCABULARY

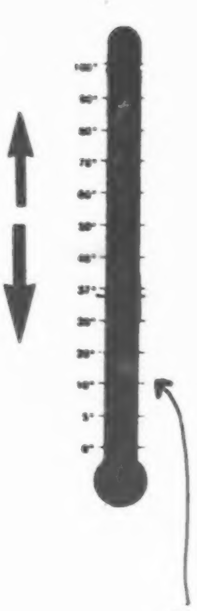
HOT

COLD

LISTEN AND DO

"HOT AND COLD"

1. YOU ARE COLD.
2. PUT ON YOUR COAT.
3. PUT ON YOUR HAT.
4. PUT ON YOUR GLOVES.
5. WALK FAST.
6. DRINK SOME HOT COFFEE.
7. NOW YOU ARE HOT.
8. TAKE OFF YOUR GLOVES.
9. TAKE OFF YOUR HAT.
10. TAKE OFF YOUR COAT.
11. DRINK SOME COLD WATER.
12. SIT DOWN.



What is this in English?

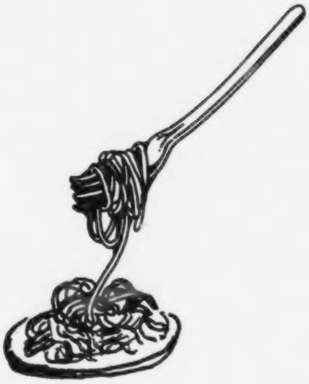
LISTEN, READ AND ANSWER

LOOK AT THE PICTURE ON PAGE 183.
LISTEN TO THE QUESTIONS.
READ. SAY THE ANSWER.

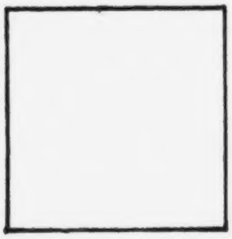
VOCABULARY

HARD

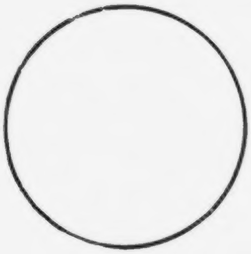
SOFT



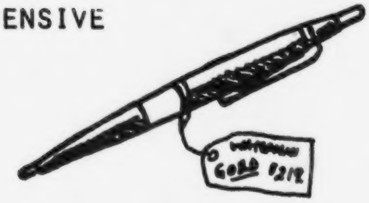
SQUARE



ROUND



EXPENSIVE



CHEAP

GAME: "GUESS THE OBJECT"

1. BRING SOMETHING TO CLASS FROM HOME. THE TEACHER WILL BRING OTHER THINGS.
2. PUT ALL OF THE THINGS ON THE TABLE. PRACTICE SAYING THE NAMES.
3. TELL THE CLASS ABOUT ONE THING. DON'T SAY THE NAME OF THE THING. WHEN YOU FINISH, THE CLASS WILL TELL YOU THE NAME.
4. DO THIS WITH 5 OR 6 STUDENTS.

PAIR PRACTICE: 2 PAGES

A: LOOK HERE.

B: TURN TO PAGE 188.

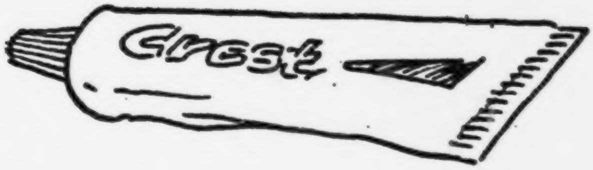
DIRECTIONS: ASK AND ANSWER QUESTIONS ABOUT THE PICTURES.

ASK 1, 3, AND 5. (B WILL ANSWER.)

ANSWER 2, 4, AND 6. (B WILL ASK.)

YOU ARE "A"

1



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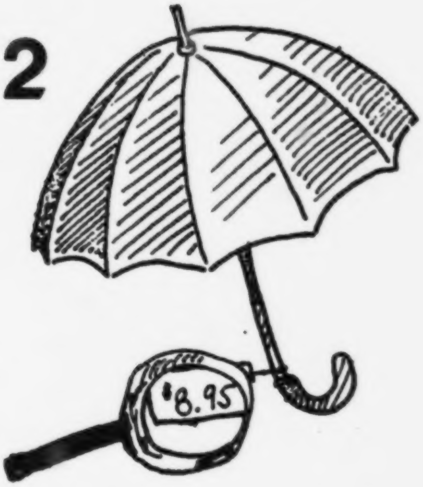

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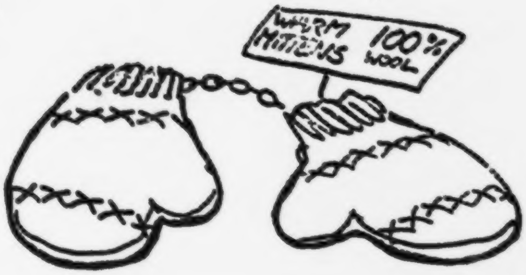

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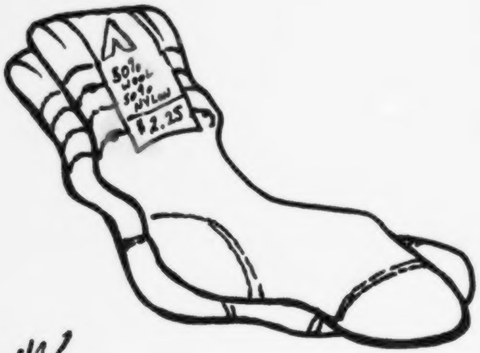

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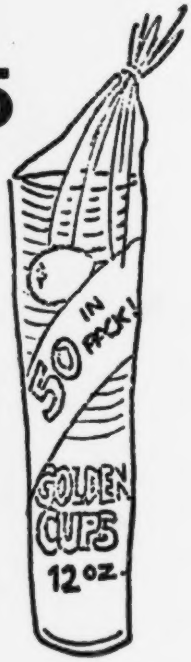
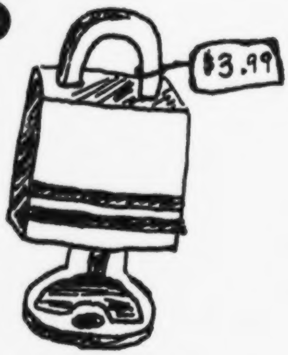

50 IN PACK!
GOLDEN CUPS
12 OZ.

6



PAIR PRACTICE: 2 PAGES ⇨◀

A: TURN TO PAGE 187.

B: LOOK HERE.

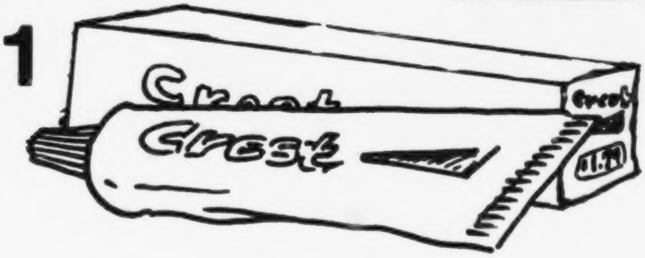
DIRECTIONS: ASK AND ANSWER QUESTIONS ABOUT THE PICTURES.

ANSWER 1, 3, AND 5. (A WILL ASK.)

ASK 2, 4, AND 6. (A WILL ANSWER.)

YOU ARE "B"

1



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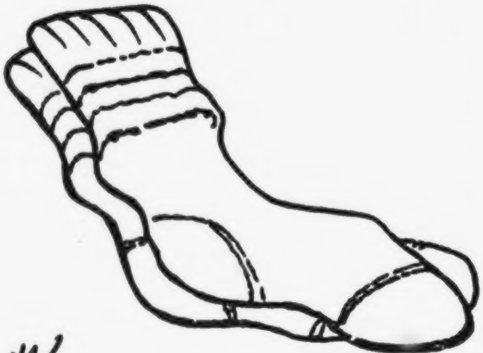
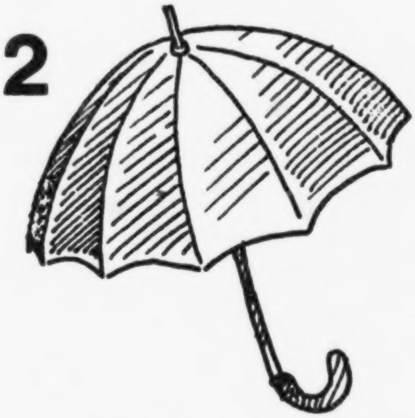


2



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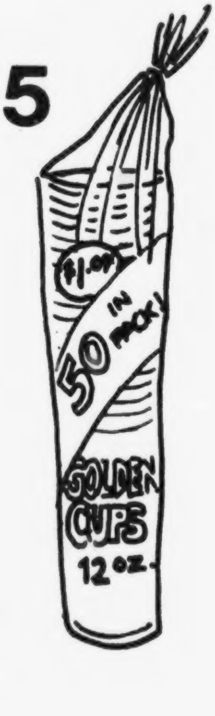
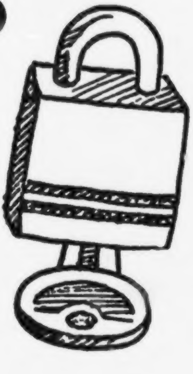
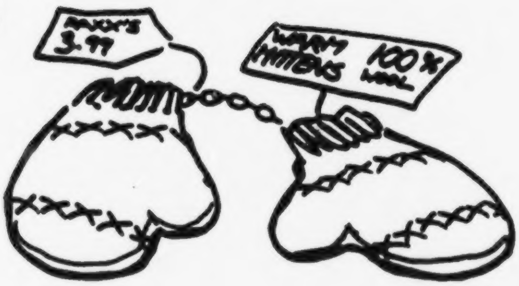
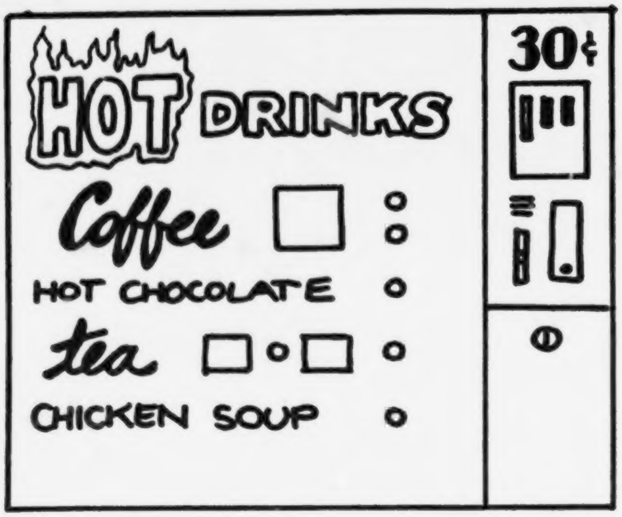

$1.09
50 IN PACK!
GOLDEN CUPS
12 OZ.

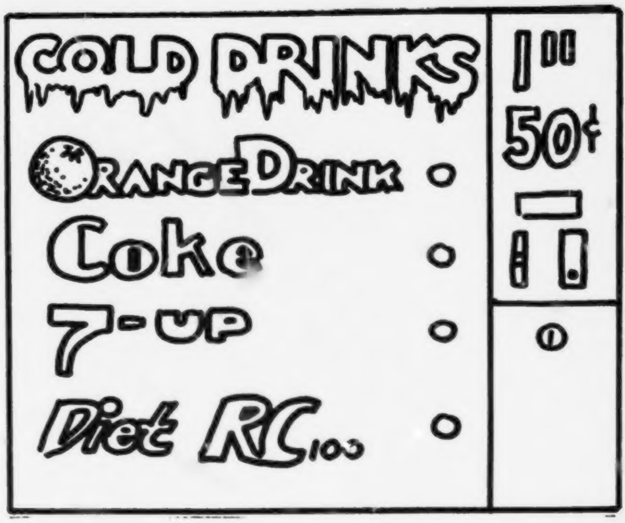
6



3







DIALOGUE

AT THE DRINK MACHINES

A: WANT SOMETHING?

B: SURE. I'M HOT.
I WANT 7-UP.
AND YOU?

THIRSTY
COLD WATER

A: WELL, I'M COLD.
I'LL HAVE CHICKEN SOUP.

PAIR PRACTICE ▶◀

CHANGE THE SENTENCE FOR YOU.

A: WANT SOMETHING?

B: SURE. I'M ______. I WANT ______.
AND YOU?

A: WELL, I'M ______. I'LL HAVE __________.

READ AND WRITE

1. WHEN I AM HOT, I WANT ____________.
2. WHEN I AM COLD, I WANT ____________.

VOCABULARY EXPANSION

WHAT FOODS DO YOU USUALLY EAT?

ARE THEY HOT OR COLD?

MAKE A LIST

WRITE THE NAMES OF FOODS.

HOT FOODS	COLD FOODS

DIALOGUE

A: WHAT DO YOU USUALLY EAT FOR LUNCH?

B: USUALLY A SANDWICH.

A: HOT OR COLD?

B: IT'S COLD.

CIRCLE PRACTICE

USE VOCABULARY FROM THE LIST.

EXAMPLES:

A: WHAT DO YOU EAT FOR LUNCH?

B: I EAT RICE AND BEANS.

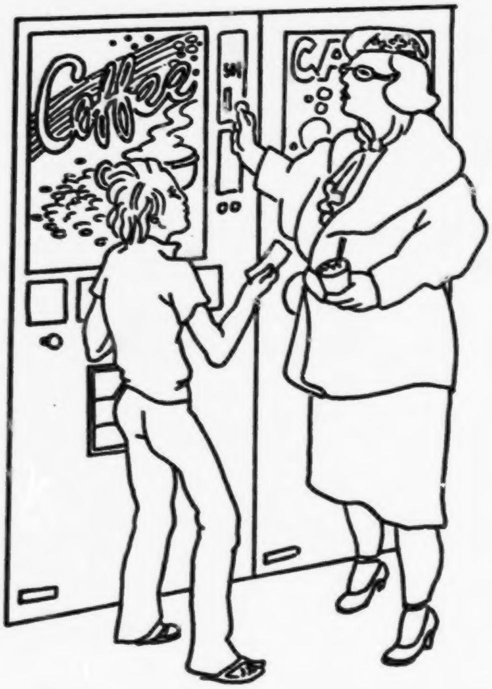
A: IS IT HOT OR COLD?

B: IT'S HOT.

SPECIAL SECTION

EAT
HAVE
LIKE
BUY
GET

DISCUSS



1. DISCUSS THIS PICTURE. HERE IS SOME VOCABULARY TO HELP YOU.

MAN
WOMAN
MACHINES
DRINK
PANTS
SHIRT
HAT
COAT

BIG/LARGE
LITTLE/SMALL
MEDIUM
OLD
NEW
HOT
COLD
EXPENSIVE

CHANGE
DOLLAR
QUARTERS
ASK
BUY

HAVE
WANT
NEED

WHAT
WHERE
WHEN
HOW MUCH

2. LOOK AT OTHER PICTURES. DESCRIBE THEM TOO.

LISTEN AND ANSWER

LISTEN TO THE TEACHER. THEN ANSWER.
IF YOU DO NOT UNDERSTAND, ASK YOUR TEACHER TO REPEAT.
USE THESE WORDS.

I'M SORRY.
EXCUSE ME.
SLOWER, PLEASE.

PLEASE SAY THAT AGAIN.
WHAT IS _________?
I DON'T UNDERSTAND _______.

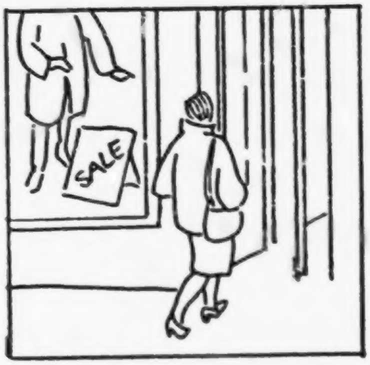
DIALOGUE THEATER

HERE ARE THREE DIALOGUES IN A STORE.

THERE ARE FOUR MORE ON THE NEXT PAGE.

1. IN A SHOE STORE

CLERK: WOULD YOU LIKE SOME HELP?
CUSTOMER: I WANT TO SEE THESE SHOES.
CLERK: WHAT SIZE?
CUSTOMER: EXCUSE ME?
CLERK: WHAT SIZE DO YOU WEAR?
6? 7? 8? 10? WHAT SIZE?
CUSTOMER: OH, I DON'T KNOW.
CLERK: TAKE A SEAT. I'LL FIT YOU.



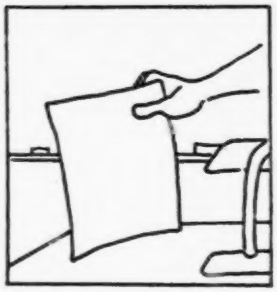
2. IN A CLOTHING STORE

CUSTOMER: EXCUSE ME. I WANT THIS IN MEDIUM.
CLERK: SORRY. WE DON'T HAVE MEDIUM.
CUSTOMER: OH. DO YOU HAVE LARGE?
CLERK: YES, OVER THERE.
THANK YOU.

3. IN A FOOD STORE

CUSTOMER: THIS MILK IS NO GOOD.
CLERK: WHAT'S WRONG?
CUSTOMER: IT'S OLD.
CLERK: WHAT DO YOU MEAN?
CUSTOMER: OLD. LOOK AT THIS.
CLERK: SORRY. TAKE A NEW ONE.

MORE DIALOGUE THEATER



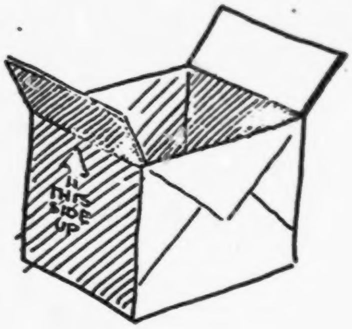
4. In an Office

Worker A: I need a box of paper.

Worker B: I'm sorry?

Worker A: Paper. White paper.

Worker B: Oh, O.K. Just a minute.



5. In a Factory

Worker: I need some more boxes.

Foreman: What?

Worker: More boxes.

Foreman: Oh. Take those over there.

6. In an Office

C: What's today's date?

D: The date? Today?

C: (Nod head up & down.)

D: It's the __________.

C: Thanks.

7. At another office

E: Put your phone number here.

F: Slower, please.

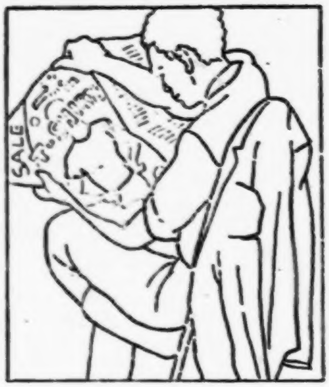
E: Write your telephone number right here.

F: My home phone number?

F: Please.

TELL THE STORY

1



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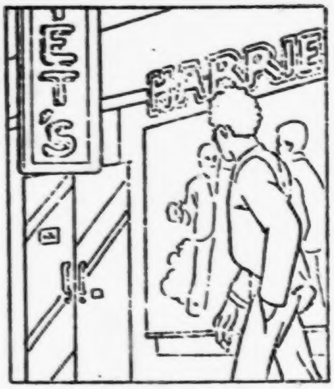

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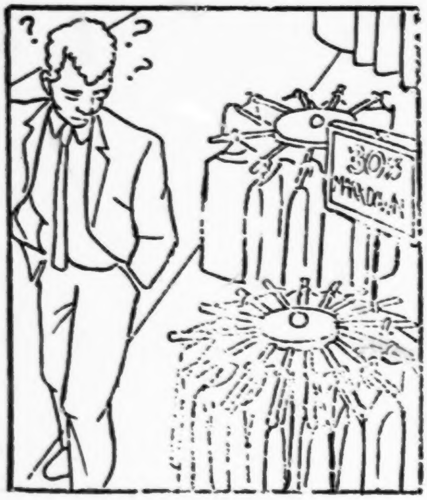

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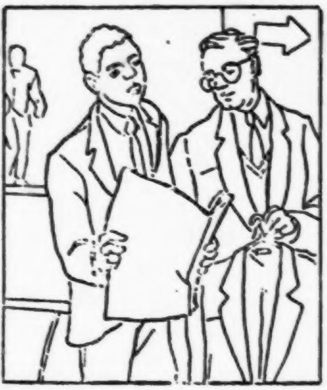

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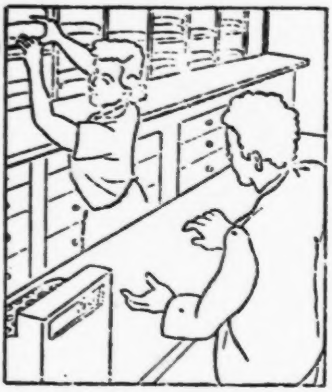

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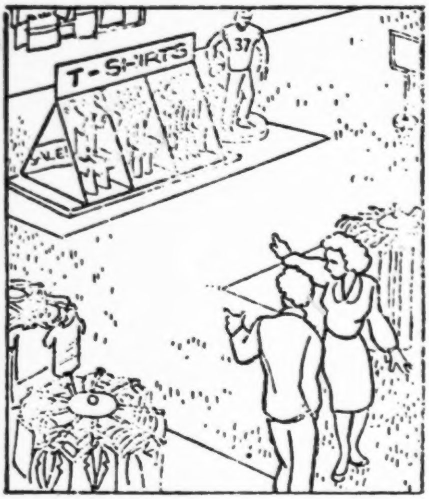

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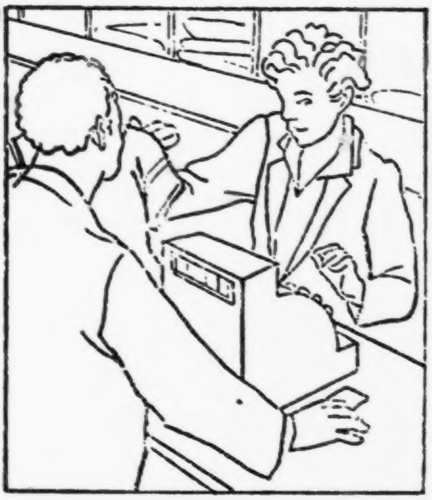

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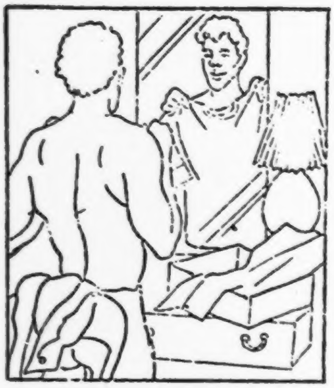


TELL YOUR STORY

SUMMARY

202/UNIT THREE

"CAN I HAVE A LARGE COFFEE?"

VOCABULARY

SIZES AND AMOUNTS

BIG	SMALL	S	GALLON	(GAL.)
LITTLE	MEDIUM	M	OUNCE	(OZ.) *
	LARGE	L	POUND	(LB.)
	EXTRA-LARGE	XL	HALF	

COLORS

RED
YELLOW
BLUE
ORANGE
GREEN
PURPLE
BROWN
TAN
PINK
BLACK
WHITE
GRAY

DESCRIPTIONS

HOT
COLD
CHEAP
EXPENSIVE
HARD
SOFT
OLD
NEW

* WEIGHT: 1 POUND (LB.) = 16 OUNCES (OZ.) 1 KILOGRAM = 2.2 LBS.
½ POUND (½ LB) = 8 OUNCES (OZ.) 1 POUND = .454 KG.

CAPACITY: 1 CUP (C.) = 8 OUNCES (OZ.) 1 CUP = .237 LITER
4 CUPS = 1 QUART (QT.) = 32 OZ. 1 LITER = 33.81 OZ.
4 QUARTS = 1 GALLON (GAL.) 1 GALLON = 3.785 LITER
1 GALLON = 128 OUNCES

GRAMMAR

1.

I You We They	WANT NEED HAVE	(SOMETHING)	.
He She (NAME)	WANTS NEEDS HAS		

2.A.

Do	I YOU WE THEY	WANT NEED HAVE	(SOMETHING)	?
Does	HE SHE (NAME)			

B.

WHAT HOW MUCH	DO	I YOU WE THEY	WANT NEED HAVE	?
	DOES	HE SHE (NAME)		

3.

I You We They	DON'T	WANT NEED HAVE	(SOMETHING)	.
He She (NAME)	DOESN'T			

4.

GIVE ME I'D LIKE CAN I HAVE	(SOMETHING)	. . ?

5.

<table>
<tr><td>A</td><td>GALLON
POUND
BAG
BOTTLE
BOX</td><td rowspan="2">OF</td><td>JUICE
MEAT
FOOD
GASOLINE
PAPER</td><td rowspan="2">.</td></tr>
<tr><td>(NUMBER)</td><td>GALLONS
POUNDS
BAGS
BOTTLES
BOXES</td><td>APPLES
THINGS</td></tr>
</table>

6.

<table>
<tr><td rowspan="2">WHAT</td><td rowspan="2">COLOR
SIZE
KIND</td><td>IS</td><td>IT
THIS
THAT</td><td rowspan="2">?</td></tr>
<tr><td>ARE</td><td>THEY
THESE
THOSE</td></tr>
</table>

7.A.

<table>
<tr><td>THIS
THAT</td><td rowspan="2">DRINK
HOUSE
DRESS
CAR</td><td rowspan="2">IS</td><td rowspan="4">GREEN
BLACK
LARGE
SMALL
HOT
COLD</td><td rowspan="4">.</td></tr>
<tr><td rowspan="2">THE</td></tr>
<tr><td rowspan="2">DRINKS
HOUSES
DRESSES
CARS</td><td rowspan="2">ARE</td></tr>
<tr><td>THESE
THOSE</td></tr>
</table>

B.

<table>
<tr><td>IT
THIS
THAT</td><td>IS</td><td>A</td><td rowspan="3">HOT
COLD
CHEAP
NEW</td><td>DRINK
CUP</td><td rowspan="3">.</td></tr>
<tr><td rowspan="2">THEY
THERE
THOSE</td><td rowspan="2">ARE</td><td rowspan="2"></td><td>SOUP</td></tr>
<tr><td>DRINKS
CUPS</td></tr>
</table>

COURSE 202

UNIT 4

"IT'S BROWN. IT HAS BUTTONS."

COMMUNICATION OBJECTIVES COVERED:

202-7 DESCRIBING THINGS
202-8 IDENTIFYING CLOTHING

LISTEN AND DO

"GET DRESSED AND GO TO WORK."

1. WAKE UP!
2. LOOK AT THE CLOCK.
3. IT'S TIME TO GET DRESSED.
4. LOOK FOR YOUR SHIRT.
5. FIND IT.
6. PUT ON YOUR SHIRT.
7. BUTTON IT.
8. LOOK FOR YOUR PANTS.
9. YOU DON'T SEE THEM.

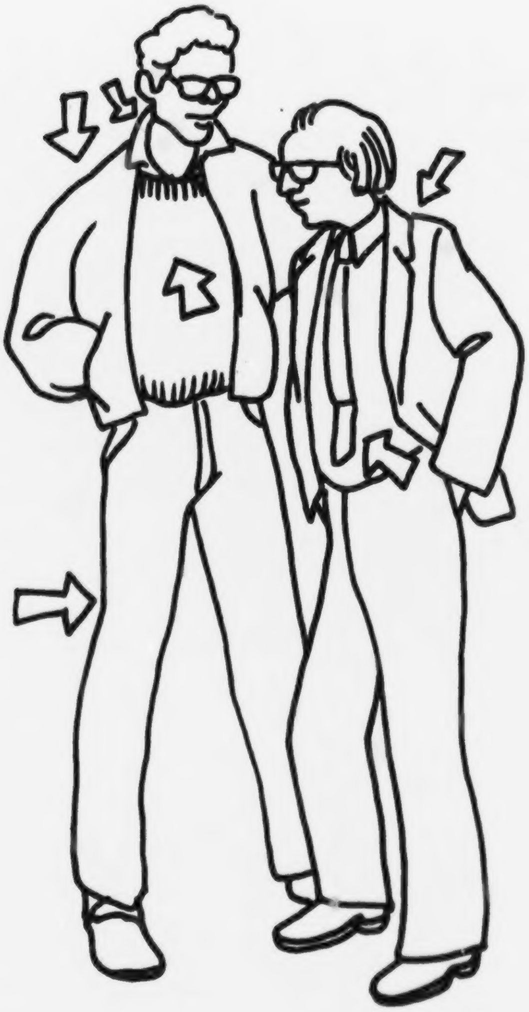
    YOU: "WHERE ARE MY ____________PANTS?"
    (COLORS

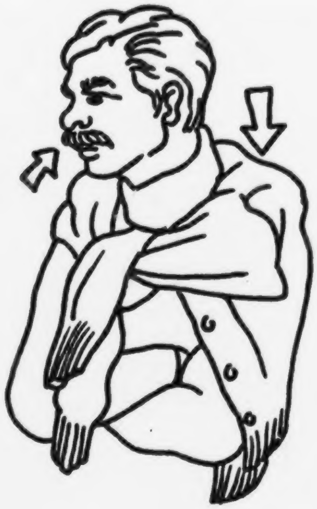
    CLASS: "OVER THERE."

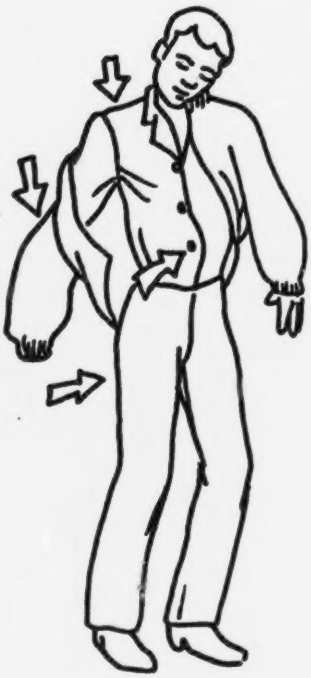
10. GET THEM. PUT ON YOUR PANTS.
11. PUT ON YOUR SOCKS.
12. LOOK UNDER THE BED FOR YOUR SHOES.
13. FIND THEM.
14. PUT ON YOUR SHOES.
15. GO OUT OF THE HOUSE FAST.

VOCABULARY

MEN'S CLOTHES







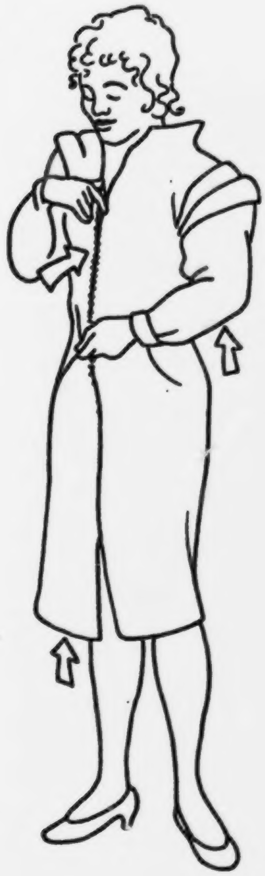
"NICE" WORDS:

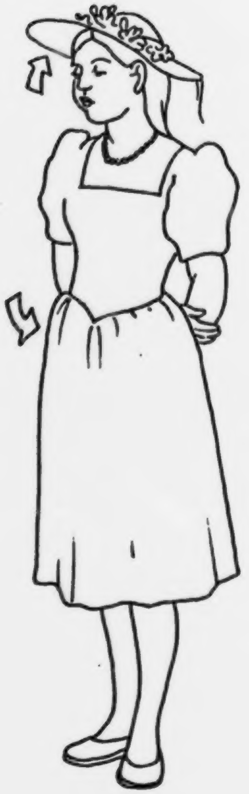
NICE PRETTY BEAUTIFUL (VERY _____)

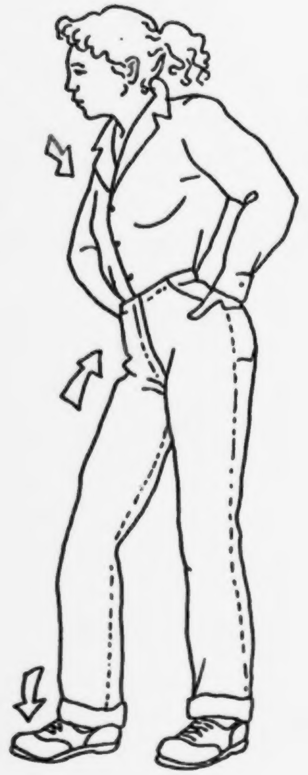
More clothes are on the next page.

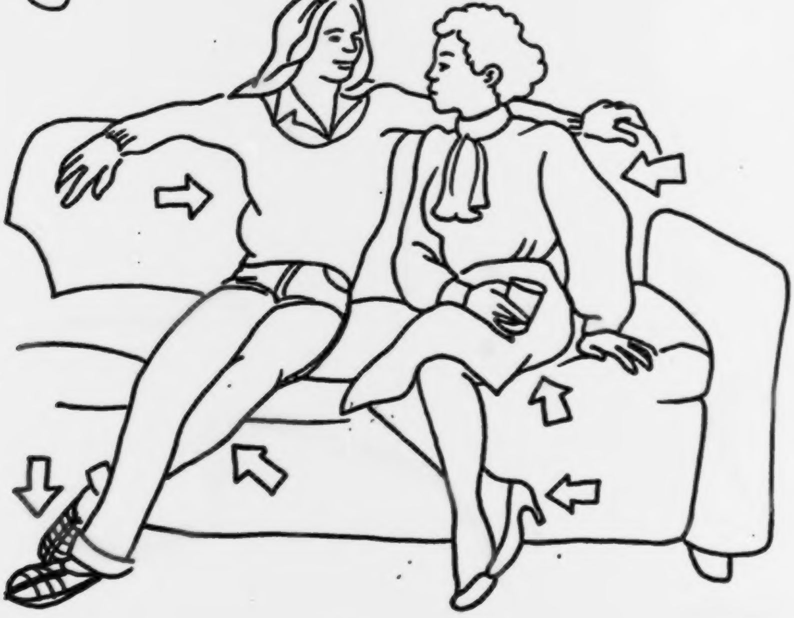
VOCABULARY

WOMEN'S CLOTHES









LISTEN AND ANSWER

LISTEN TO YOUR TEACHER.
PUT YOUR HAND ON YOUR SKIRT OR PANTS OR SHIRT OR ___?___.
SAY "THANK YOU."

EXAMPLE:

T: THAT'S A NICE JACKET, MARTA.
A: THANK YOU.

T: SAY, CHANG, I LIKE THOSE BOOTS.
B: THANK YOU.

THAT'S A NICE SHIRT.
I LIKE YOUR SCARF.
YOUR SWEATER IS BEAUTIFUL.
THAT'S A PRETTY SKIRT.

SAY THESE SENTENCES

1. I LIKE YOUR PANTS. (HAT/SHIRT/DRESS/JACKET)
2. THAT'S A VERY NICE SHIRT. (DRESS/SKIRT/SWEATER)

PAIR PRACTICE ➔⬅

"A"→"B"

A: THAT'S A NICE SHIRT.
B: THANK YOU.

A: THAT'S A NICE _______.
B: THANK YOU.

A: I LIKE YOUR _______ .
B: _______________.

"B"→"A"

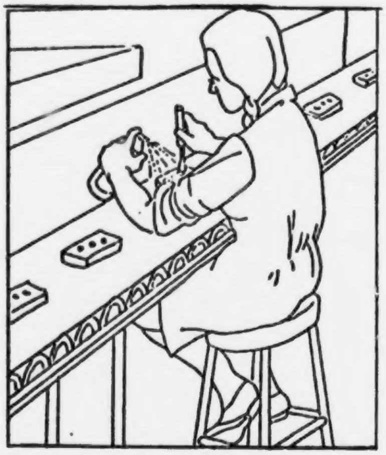
B: I LIKE YOUR SHOES.
A: THANKS.

B: I LIKE YOUR _______.
A: THANKS.

B: THAT'S A VERY NICE _______.
A: _______________.

LISTEN AND READ

"NEW CLOTHES"



1. SONIA GAETA WORKS IN A FACTORY.

2. YESTERDAY SHE GOT SOME NEW CLOTHES.

3. TODAY, SHE WEARS THE NEW CLOTHES TO WORK.

4. HER FRIENDS LIKE SONIA'S NEW CLOTHES.

5. HER FRIENDS SAY NICE THINGS.

6. SONIA SAYS, "THANK YOU." SHE IS HAPPY.

7. THEN THEY ALL WORK ....

DIALOGUE

"LOST AND FOUND"

(IN A STORE)

A: EXCUSE ME. DO YOU HAVE MY SWEATER?

B: WHAT DOES IT LOOK LIKE?

A: IT'S BROWN. IT HAS BUTTONS.

B: HERE IT IS.

A: THANK YOU.

LISTEN AND SPEAK

LOOK AT THE CLOTHES IN THE PICTURE ON PAGE 241.

SAY THE NAMES OF THE CLOTHES WITH THE TEACHER.

LISTEN AND ANSWER

EXAMPLES:

T: WHAT'S {HE / SHE} WEARING? A: A BLUE SHIRT.
B: A JACKET.
T: WHAT COLOR JACKET? C: BLACK AND BROWN.

CIRCLE PRACTICE PLUS +

"SHIRTS"

A: I'M WEARING A ________ SHIRT.
B: {SHE'S / HE'S} WEARING A ________ SHIRT.
I'M WEARING A ________ SHIRT.
C: {HE'S / SHE'S} WEARING A ________ SHIRT.
I'M WEARING A ________.

SPECIAL SECTION

I'M NOT WEARING
A SHIRT.
I'M WEARING
A SWEATER.

EXAMPLE:

A: I'M WEARING A BLUE SHIRT.
B: SHE'S WEARING A NEW BLUE SHIRT.
I'M WEARING A WHITE SHIRT WITH BUTTONS.

PAIR PRACTICE

A: Look at B.	B: Look at A.
What's $\begin{vmatrix}\text{he}\\ \text{she}\end{vmatrix}$ wearing?	What's $\begin{vmatrix}\text{she}\\ \text{he}\end{vmatrix}$ wearing?
Tell the class about B.	Tell the class about A.

DIALOGUE THEATER

"In the Store"

Mother: Naim! Naim!
Oh no!
Where is my son?

Clerk: What does he look like?

Mother: He's little.
4 years old.

Clerk: What's he wearing?

Mother: A blue shirt
And white and blue pants.
And a jacket.

Clerk: There he is, over there.

Mother: Oh! Thank you.

GAME: GUESS WHO?

Tell about the clothes of one person in the room.

Don't say the person's name.

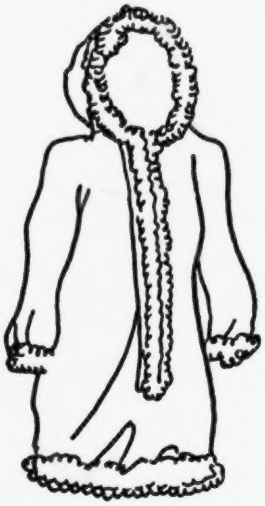
Don't look at the person.

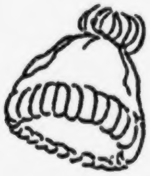
After you finish, the class will tell you the name of the person.

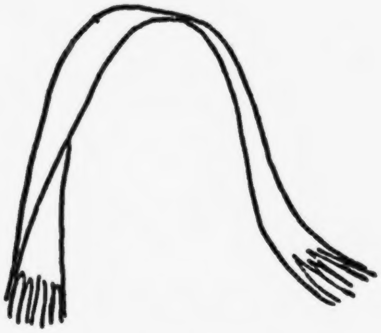
LISTEN AND DO

"IT'S COLD OUTSIDE."

1. GO OUTSIDE.
2. IT'S VERY COLD.
3. COME IN FAST.
4. PUT ON YOUR COAT.
5. GO OUTSIDE.
6. IT'S COLD.
7. COME IN FAST!
8. PUT ON YOUR HAT.
9. GO OUTSIDE AGAIN.
10. IT'S STILL COLD.
11. COME IN FAST AGAIN.
12. PUT ON YOUR GLOVES.
13. STEP OUTSIDE A LITTLE.
14. NOW IT'S O.K.
    GOOD-BYE.







MAKE A LIST

CLOTHES FOR COLD WEATHER

____
____
____
____
____
____
____

STORES THAT SELL COLD WEATHER CLOTHES

Ex. WIEBOLDT'S (DOWNTOWN)
____
____
____
____
____

LOOK AND WRITE

1. IN GROUPS, LOOK AT PICTURES OF CLOTHES.
   SAY WHAT YOU SEE.

EXAMPLE:

(PICTURE X)	A:	A BROWN COAT.
(PICTURE Y)	B:	A BLUE SWEATER WITH A ZIPPER.
(PICTURE Z)	A:	A RED HAT AND RED GLOVES.

2. WRITE A SHORT DESCRIPTION FOR EACH PICTURE.
   WRITE EACH DESCRIPTION ON A DIFFERENT CARD OR PIECE OF PAPER.

GAME: MATCHING

EXCHANGE PICTURES AND CARDS WITH ANOTHER GROUP.

PERSON A IS THE READER. THE OTHER PEOPLE LISTEN.

FIND THE PICTURE THAT A READS ABOUT.

DO THIS AGAIN WITH ANOTHER GROUP'S PICTURES.

DIALOGUE THEATER

1. ON THE BUS

A: EXCUSE ME. IS MY GLOVE HERE?

B: WHAT'S IT LIKE?

A: LIKE THIS ONE.

B: I DON'T KNOW.
LOOK FOR IT.

2. IN ENGLISH CLASS

C: SEE MY COAT?

D: IS IT GREEN, WITH A BIG ZIPPER?

C: YES.

D: GO TO THE OFFICE.
THEY HAVE IT.

3. IN A STORE

CLERK: YES?

CUSTOMER: YES, THE BROWN JACKET, IN THE WINDOW.
DO YOU HAVE SIZE 36?

CLERK: WE HAVE IT IN LARGE.
THAT'S YOUR SIZE.

CUSTOMER: GOOD. CAN I TRY IT ON?

...

CUSTOMER: THANK YOU.
NOW I WANT A BLACK DRESS
IN SIZE 14.

CLERK: WE HAVE SOME.
PLEASE COME WITH ME.

GAME: WHERE IS IT?

DIRECTIONS: THERE ARE TWO PARTS TO THIS GAME.

1. HALF THE CLASS (50%) TAKES OFF OR "LOSES" ONE THING EACH.

   THIS GROUP LEAVES THE ROOM.

   THE SECOND HALF "HIDES" THE ITEMS.

   THE FIRST GROUP COMES BACK AND ASKS WHERE THEIR THINGS ARE. THEY MUST DESCRIBE THEM.

2. CHANGE ROLES.

EXAMPLE:

A: MY SWEATER! WHERE IS IT?
B: WHAT DOES IT LOOK LIKE?
A: IT'S BROWN. IT HAS BUTTONS.
C: IT IS SMALL, MEDIUM OR LARGE?
A: IT'S MEDIUM.
D: OH, O.K. IT'S OVER THERE.
OR
HERE IT IS.

QUESTIONS TO ASK:
WHAT DOES IT LOOK LIKE?
WHAT COLOR IS IT?
WHAT SIZE IS IT?
IS IT SMALL, MEDIUM, OR LARGE?

THINGS TO SAY AT THE END:
IT'S OVER THERE.
HERE IT IS.
LOOK IN THE DESK.

GAME: LOST AND FOUND

DIRECTIONS: LOOK AT DIALOGUE THEATER ON PAGES 206, AND ALSO PAGES 211 AND 212.

FOLLOW THE DIRECTIONS FOR "WHERE IS IT? (ABOVE)

DO NOT HIDE THE ITEMS. PUT THEM IN A BIG BOX. THIS IS THE "LOST AND FOUND" BOX.

THE SECOND GROUP TAKES TURNS BEING THE CLERK. IN THE "LOST AND FOUND" OFFICE.

CHANGE AT THE END.

PAIR PRACTICE: 2 PAGES ➡ ⇦

A: LOOK AT THIS PAGE.

B: LOOK AT PAGE 212

YOU ARE "A".

ASK B YOUR QUESTIONS.

THEN LOOK AT THE PICTURES BELOW AND HELP B.

---

1. ASK ABOUT YOUR SHOE. (WHITE, 10 D)

A: I LOST MY SHOE.

B: WHAT DOES IT LOOK LIKE?

A: IT'S WHITE, SIZE 10 D.

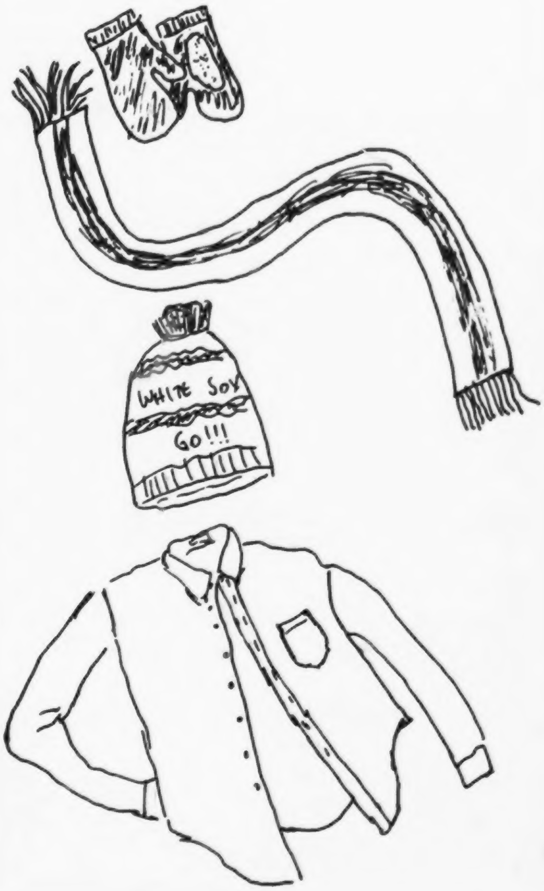
B: JUST A MINUTE.
HERE IT IS./ I DON'T HAVE IT.

A: ______________.

B: JUST A MINUTE.
HERE IT IS. /I DON'T HAVE IT.

2. ASK ABOUT YOUR COAT. (LONG, BROWN)
3. ASK ABOUT SOMETHING ELSE.
4. ASK ABOUT YOUR SHIRT.
5. ASK ABOUT SOMETHING ELSE.

A'S LOST AND FOUND



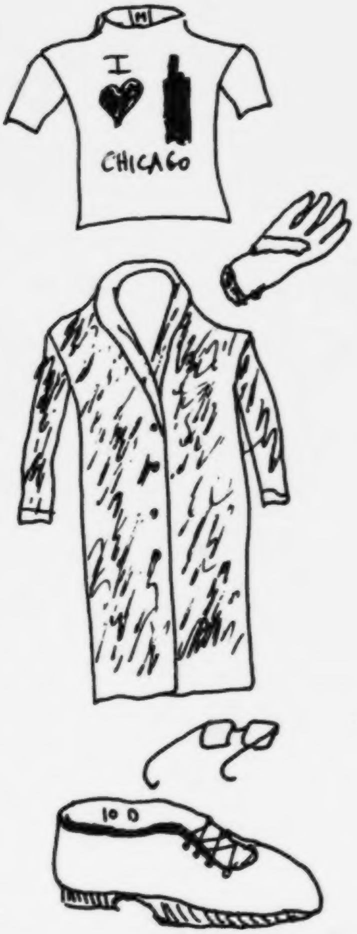
PAIR PRACTICE: 2 PAGES ⇨ ◄

A: LOOK AT PAGE 211.
B: LOOK AT THIS PAGE.

YOU ARE "B".

LOOK AT THE PICTURES BELOW AND HELP A.
THEN ASK A YOUR QUESTIONS.

B'S LOST AND FOUND



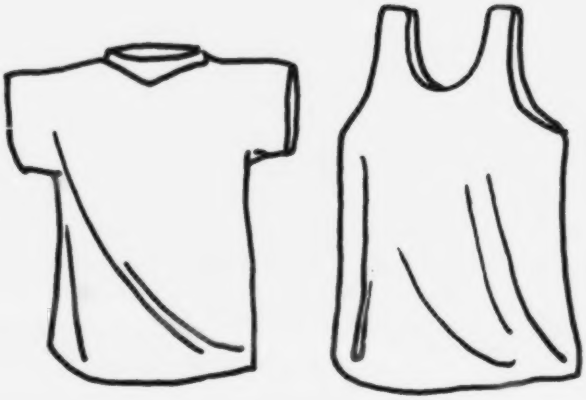
1. ASK ABOUT YOUR SCARF. (RED AND BLUE, BIG)

B: EXCUSE ME. DO YOU HAVE MY SCARF?
A: I'LL SEE. WHAT'S IT LIKE?
B: RED AND BLUE. BIG.
A: SORRY. NOTHING HERE./ IS THIS IT?
B: ______________________.
A: I'LL SEE WHAT'S IT LIKE?
B: ______________________.
A: SORRY, NOTHING HERE./IS THIS IT?

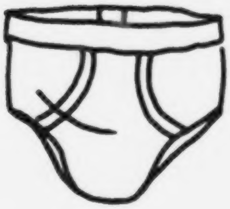
2. ASK ABOUT YOUR SHIRT (WHITE, 8 BUTTONS).
3. ASK ABOUT SOMETHING ELSE.
4. ASK ABOUT YOUR MITTENS.
5. ASK ABOUT SOMETHING ELSE.

VOCABULARY

MEN'S UNDERWEAR



1. UNDERSHIRT



2. BRIEFS

3. SHORTS

WOMEN'S UNDERWEAR

4. BRA

6. BRIEFS

5. SLIPS

7. PANTYHOSE

READ AND WRITE THE NUMBER

Advertisement

J. McGrorys BIG!!!

Semi-Annual **BOX SALE**

SAVE ON ALL YOUR UNDERWEAR
AND LINGERIE NEEDS!!

LADIES $PECIAL$!! **(thru 1-30)**

○ *No Run Pantyhose* IN 24 FASHION COLORS
SIZES: SM-ML-XL
$2.00/PAIR
STOCKING ALSO AVAILABLE
IN 10 COLORS - ONLY $3.59/PAIR

○ **BRAS** ALL MAIDENFORM AND BALI
AT 20% OFF REG. PRICE
WHITE - BLACK -OR - BEIGE

○ WITH MATCHING SLIPS AT 15% OFF
S - M - L - XL $ 4 TO $ 15

○ Big Savings on CARDEN'S FOR WOMEN BRIEFS
100% COTTON Box OF 6/$10
SIZES 5 - 6 - 7

MEN'S AND BOY'S DEPARTMENT

○ ALL 100% COTTON
FAMOUS MAKER UNDERSHIRTS
AT 30% OFF (WHITE ONLY)

○ ○ BRIEFS AND BOXER SHORTS
-- JOCKEY, FRUIT-OF-THE LOOM
10%-40% OFF $3.19-6.19
PACKAGES OF 3
IN WHITE/BLUE/BLACK/RED

LISTEN AND DO

"SHOE STORE"

1. GO TO THE SHOE STORE.

2. LOOK AT THE SHOES.

3. FIND SOME SHOES.

4. TAKE OFF YOUR SHOES.

5. PUT ON THE SHOES.

6. WALK AROUND THE ROOM.

7. OUCH! THEY'RE TOO SMALL.

8. TAKE THEM OFF.

9. FIND SOME OTHER SHOES.

10. PUT ON THE SHOES.

11. WALK AROUND.

12. LOOK AT THE SHOES.
THEY'RE O.K.

13. BUY THEM.

LISTEN AND DO

"THE BEACH"

1. IT'S HOT.
2. PUT ON YOUR BATHING SUIT.
3. PUT ON YOUR OTHER CLOTHES.
4. GO TO THE BEACH.
5. TAKE OFF YOUR OTHER CLOTHES.
6. WALK INTO THE WATER.
7. THE WATER'S COLD.
8. GO OUT FAST.
9. DRY OFF QUICK.
10. SPREAD OUT YOUR TOWEL.
11. RELAX ON THE SAND.

DISCUSS

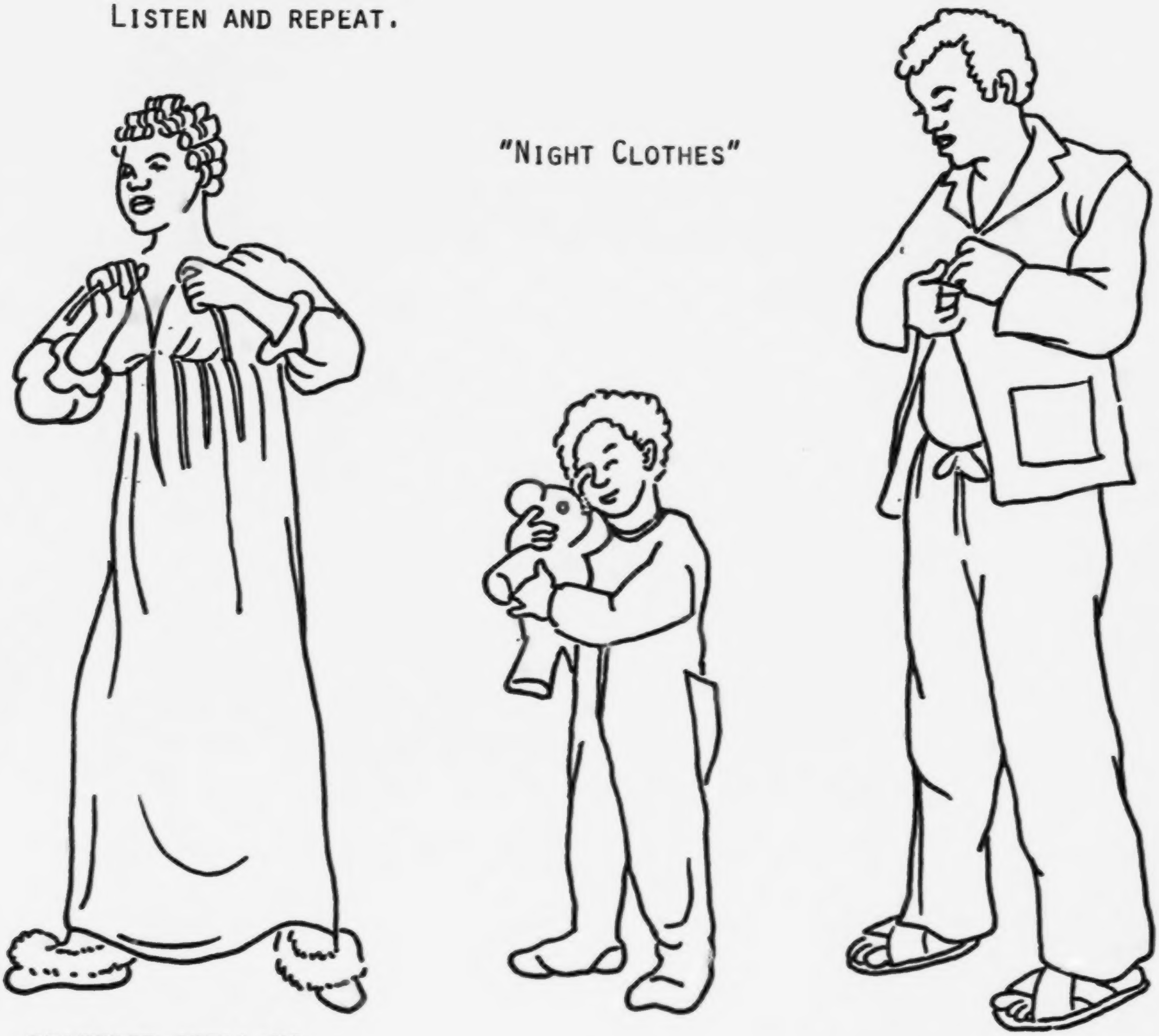
1. ARE THERE BEACHES IN CHICAGO? WHERE?
2. DO YOU GO TO THE BEACH? WHAT MONTH?
3. HOW DO YOU GO TO THE BEACH? BUS? DRIVE?
4. IS LAKE MICHIGAN COLD, COOL, OR WARM? IS IT EVER HOT?
5. WHAT DO YOU TAKE TO THE BEACH?

VOCABULARY

LOOK AT THE PICTURES.

LISTEN AND REPEAT.

"NIGHT CLOTHES"



PRACTICE SPELLING

PRACTICE READING, SPELLING, AND WRITING IN PAIRS.

1. CLOTHING
2. SHOES
3. WOMEN
4. MEN
5. PAJAMAS
6. BOOTS
7. JACKET
8. OFFICE
9. STORE
10. COTTON
11. GLOVES
12. UNDERSHIRT

(PAJAMAS = PYJAMAS = P.J.'S)

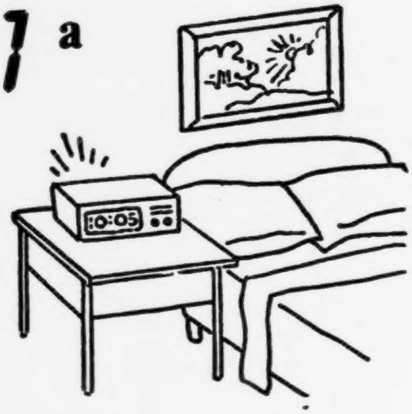
LISTEN AND DO

"GOOD NIGHT "

1. LOOK AT THE CLOCK.
2. IT'S 11 P.M.
3. WALK TO YOUR ROOM.
4. TAKE OFF YOUR SHOES AND SOCKS.
5. TAKE OFF YOUR SHIRT AND PANTS.
6. PUT ON YOUR PAJAMAS.
7. PUT ON YOUR SLIPPERS.
8. SAY GOODNIGHT TO YOUR FAMILY.
9. CLOSE THE DOOR.
10. TURN OFF THE LIGHT.
11. SIT DOWN ON YOUR BED.
12. TAKE OFF YOUR SLIPPERS.
13. GET IN BED.
14. GO TO SLEEP.

VOCABULARY

1 a



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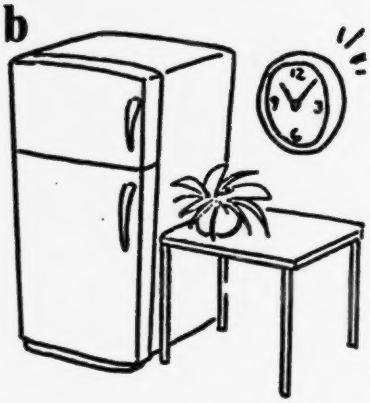

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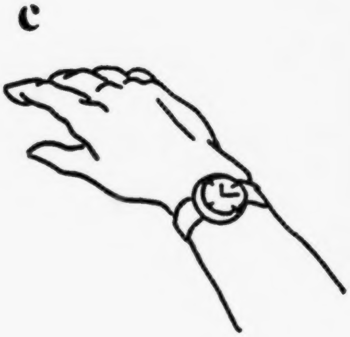

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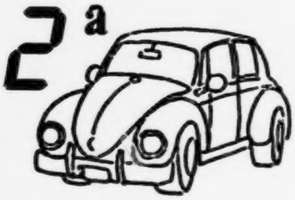

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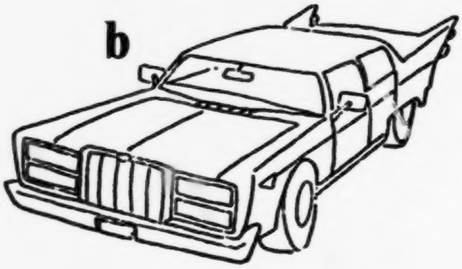

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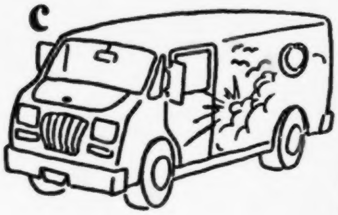

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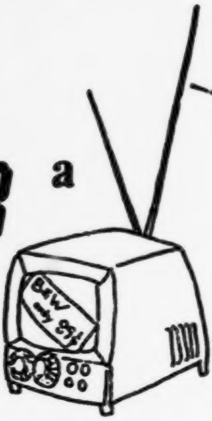

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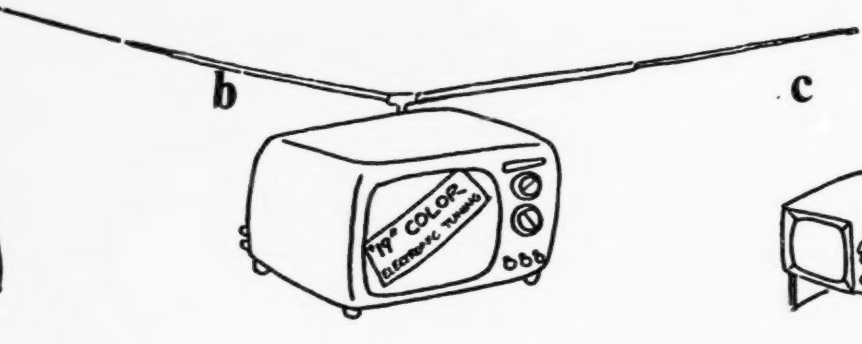

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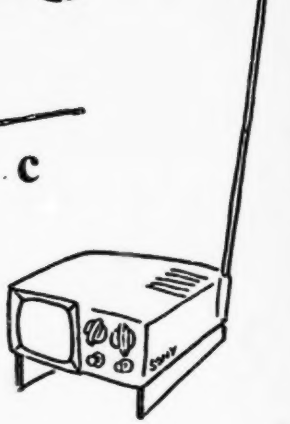


LISTEN AND ANSWER

LISTEN TO THE TEACHER.
LOOK AT THE PICTURES.
PICK THE RIGHT ANSWER.

CIRCLE PRACTICE

"I HAVE A ________."

INSTRUCTIONS: TELL ABOUT SOMETHING YOU HAVE.
CHANGE THINGS WHEN YOU DON'T HAVE IT, OR
WHEN YOU GO AROUND THE CIRCLE ONE TIME.

EXAMPLE:

A: I HAVE A CAR. IT'S BROWN 2-DOOR HONDA.
B: I HAVE A CAR, TOO. IT'S A ________.
C: I HAVE A CAR, TOO. IT'S A ________.
D: I DON'T HAVE A CAR.
I HAVE A TELEPHONE. IT'S RED PUSH BUTTON.
E: I HAVE A TELEPHONE, TOO. IT'S A ________.
F: . . .

CIRCLE PRACTICE PLUS +

"WHERE IS IT?"

EXAMPLE:

A: * I HAVE A CLOCK.
CLASS: WHERE IS IT?
A: IT'S IN THE BEDROOM.
B: $\left\{\begin{matrix}\text{HE}\\\text{SHE}\end{matrix}\right\}$ HAS A CLOCK IN THE BEDROOM.
* I HAVE A CLOCK, TOO.
CLASS: WHERE IS IT?
B: IT'S IN THE KITCHEN.
C: $\left\{\begin{matrix}\text{HE}\\\text{SHE}\end{matrix}\right\}$ HAS A CLOCK IN THE BEDROOM.
$\left\{\begin{matrix}\text{SHE}\\\text{HE}\end{matrix}\right\}$ HAS A CLOCK IN THE KITCHEN.
* I HAVE A CLOCK, TOO.
CLASS: WHERE IS IT?

1. CLOCK
2. RADIO
3. TELEPHONE
4. ________
5. ________

YOUR VOCABULARY

1. WORDS WE USE USE WHEN WE TALK ABOUT CARS

____

____

____

____

2-DOOR

____

____

____

____

____

FORD

____

____

3. WORDS WE USE WHEN WE TALK ABOUT __________

____

____

____

____

____

____

2. WORDS WE USE WHEN WE TALK ABOUT TV'S

____

____

____

____

____

____

____

____

____

4. WORDS WE USE WHEN WE TALK ABOUT RADIOS

____

____

____

____

____

CLOCK RADIO

5. WORDS WE USE WHEN WE TALK ABOUT __________

____

____

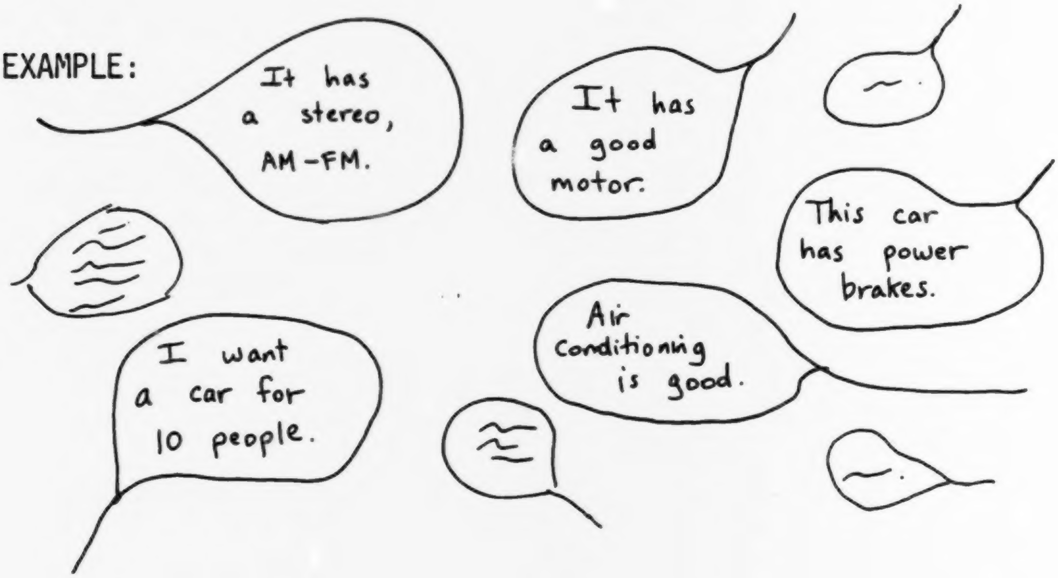
____

DISCUSS

"MAKE A GREAT CAR."

YOUR CLASS WILL MAKE A GREAT CAR. YOU CAN HAVE EVERYTHING YOU WANT IN THE CAR. TELL THE CLASS ONE THING ABOUT THE CAR. DON'T CHANGE SOMETHING ANOTHER STUDENT SAYS. YOU CAN MAKE A PICTURE OF YOUR CAR.

EXAMPLE:


It has a stereo, AM-FM.
It has a good motor.
This car has power brakes.
I want a car for 10 people.
Air conditioning is good.

BIG CLASSES CAN MAKE GROUPS. AFTER EACH GROUP MAKES A CAR, ONE PERSON IN THE GROUP CAN TELL THE CLASS ABOUT IT.

GAME "SELL, SELL, SELL"

"SELL" SOMETHING YOU HAVE IN CLASS. TELL THE CLASS ABOUT YOUR THING SO THEY WILL WANT TO BUY IT.

TELL THE CLASS

DIALOGUE THEATER

IN AN OFFICE

A: HAVE A CAR?

B: YES.

A: WHAT KIND?

B: FORD MUSTANG.

A: COLOR?

B: RED.

A: YEAR?

B: '79.

IN A FACTORY

C: THAT RADIO LOOKS NICE.

D: THANKS.
WANT TO LISTEN AT LUNCH?

C: GREAT.

IN A STORE

E: THIS RCA TV IS ON SALE. ONLY $319.

F: COLOR?

E: OF COURSE.

F: REMOTE CONTROL?

F: SORRY. NO.
THAT'S EXTRA.
HERE. LET ME SHOW YOU.

SUMMARY
202/UNIT FOUR
"IT'S BROWN. IT HAS BUTTONS."

VOCABULARY

CLOTHES

SHIRT
PANTS
SKIRT
DRESS
BLOUSE
JACKET
SWEATER
SHORTS

HAT
SCARF
COAT
GLOVES
MITTENS
BOOTS

PAJAMAS
NIGHT GOWN

BATHING SUIT
ONE-PIECE
TWO-PIECE
(BIKINI)

UNDERWEAR
BRIEF
T-SHIRT
SLIP
BRA
PANTYHOSE
STOCKINGS
NYLONS

SHOES

BOOTS
SANDALS

HEELS
SLIPPERS

BUTTON
ZIPPER

YOUR SIZES

SHOES ______
SOCKS ______
PANTS ______
SWEATER ______
SHIRT ______
UNDERWEAR ______
DRESS ______
JACKET ______
COAT ______

Clothing Sizes

CLOTHING SIZE CONVERSIONS (Women)

DRESSES, SUITS AND COATS

American	8	10	12	14	16	18
British	30	32	34	36	38	40
Continental	36	38	40	42	44	46

BLOUSES AND SWEATERS

American	32	34	36	38	40	42	44
British	34	36	38	40	42	44	46
Continental	40	42	44	46	48	50	52

DRESSES AND COATS (Children's and Junior Misses)

American	2	4	6	8	10	13	15
British & Continental	1	2	5	7	9	10	12

STOCKINGS

American & British	8	8½	9	9½	10	10½	11
Continental	35	36	37	38	39	40	41

SHOES

American	5	5½	6	6½	7	7½	8	8½	9
British	3½	4	4½	5	5½	6	6½	7	7½
Continental	35	35	36	37	38	38	38½	39	40

GLOVE sizes are the same as in the U S A

CLOTHING SIZE CONVERSIONS: (Men)

SUITS, SWEATERS AND OVERCOATS

American & British	34	36	38	40	42	44	46	48
Continental	44	46	48	50	52	54	56	58

SHIRTS

American & British	14	14½	15	15½	16	16½	17	17½
Continental	36	37	38	39	40	41	42	43

SOCKS

American & British	9½	10	10½	11	11½	12	12½
Continental	39	40	41	42	43	44	45

SHOES

American	7	7½	8	8½	9	9½	10	10½	11	11½
British	6½	7	7½	8	8½	9	9½	10	10½	11
Continental	39	40	41	42	43	43	44	44	45	45

MEN'S HATS

American	6⅝	6¾	6⅞	7	7⅛	7¼	7⅜	7½	7⅝
British	6½	6⅝	6¾	6⅞	7	7⅛	7¼	7⅜	7½
Continental	53	54	55	56	57	58	59	60	61

GLOVE sizes are the same as in the U S A

(All size equivalents are approximate)

BEST COPY AVAILABLE

GRAMMAR

1.

THIS THAT IT	IS	MINE YOUR HIS HERS OURS THEIRS	.
THESE THOSE THEY	ARE		

2.

THE THIS THAT	SMALL BIG NEW OLD YELLOW BLACK	ONE	IS	MINE YOURS HIS HERS OURS THEIRS	.
THE THESE THOSE		ONES	ARE		

3.

THAT THE	RADIO SWEATER GLOVE HAT CAR MONEY	IS	MINE YOURS HIS HERS OURS THEIRS	.

4.

MINE YOURS HIS HERS OURS THEIRS	IS	IN THE KITCHEN IN THE BEDROOM AT HOME AT WORK ON THE TABLE OVER THERE	.
	ARE		

I	YOU
MY	YOUR
MINE	YOURS

COURSE 202

UNIT 5

"I'M AT HOME. I'M SICK."

COMMUNICATION OBJECTIVES COVERED:

202-10	DESCRIBING LOCATIONS
202-11	DESCRIBING PHYSICAL/EMOTIONAL STATE
202-	REVIEW

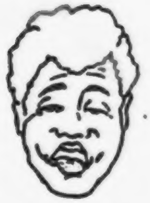
DIALOGUE

At home on the telephone

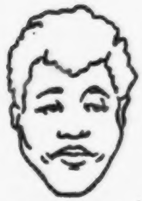
A: Hello. Acme Tool & Die.
B: Hello. Ms. DiFonzio?
A: Yes.
B: This is Carlos.
A: Carlos. Where are you?
B: I'm at home. I'm sick.

VOCABULARY

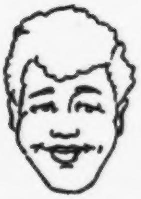
"How are you?
How do you feel?"



I'm sick.
I don't feel well.



So-so.
O.K.



I'm well. (not sick)
I'm fine.
I feel alright.

LISTEN AND CIRCLE

Listen to your teacher.
Circle the answer.

1. SICK O.K. FINE
2. SICK O.K. FINE
3. SICK O.K. FINE
4. SICK O.K. FINE

SAY THESE SENTENCES

1. Hello. This is _________. I'm sick today.
2. I'm at home.
3. I can't come to work today.
4. My _________ is sick today.
5. Get well soon.

CIRCLE PRACTICE

"Call In Sick"

EXAMPLES:

A: Hello.

B: Hello, this is _________ (NAME).
I'm sick today.

A: O.K., _________ (NAME).
Thanks for calling.

B: Hello.

A: Hello, this is _________.
I'm sick today.

B: O.K., _________.
Thanks for calling.

Special Section

"I'm sorry.
I can't come today.
I'm sick."

ROLE PLAY

FOR WORKERS....

A: Call your boss. Tell the boss that you are sick. You are not coming to work today.

B: You are the boss. Answer A's call.

IF YOU DON'T WORK....

C: Call your friend in English class. Tell your friend that you are not going to class with him/her today.

D. You are C's friend. Answer.

TELL THE CLASS

1. How are you? How do you feel today?
2. Are you sometimes sick?
3. Is someone in your family sometimes sick? Who?

DIALOGUE THEATER

"On the Telephone at Home:"

1. Calling work

C: Good morning. A & G Products.

D: Mr. Johanssen, please.

C: This is Johanssen.

D: Mr. Johanssen.
This is Mrs. Tran, Hung's wife.

C: Yes?

D: Hung's sick today.
He's not going to work.
He's going to the doctor.

C: O.K. Thanks for calling.

2. Sick for class

G: Hello.

H: Hello, Guadelupe. This is Nikki.

G: Oh, hi. How are you?

H: I'm sick.
I'm not coming to English class today.

G: Oh, O.K. Get well soon.

H: Thanks. See you tomorrow.

G: Good-bye.

H: Good-bye.

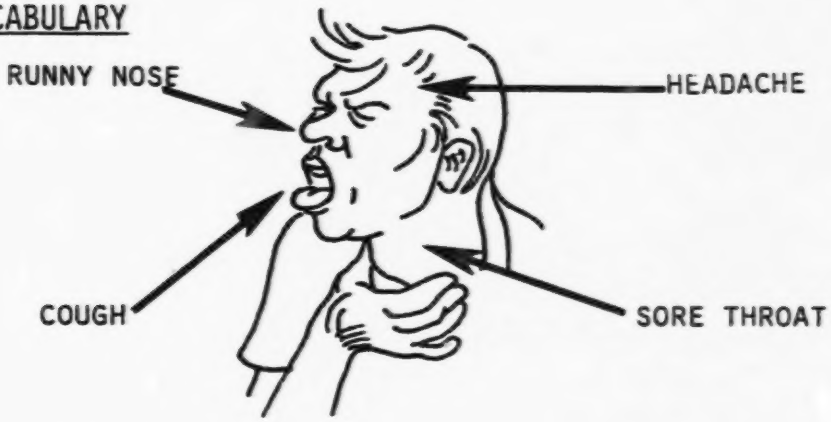
LISTEN AND DO

"Call the Clinic"

1. Wake up.
2. Get out of bed.
3. Cough.
4. Sneeze.
5. Blow your nose.
6. Your ears hurt.
7. Put your hand on your head.
8. It's hot!
9. Take your temperature.
10. Call the clinic.

Aaaa--choo!!

VOCABULARY



LISTEN, READ AND ANSWER

"What Number Do You Call?"

Listen to 8 problems.

Say the right phone number.

HMO CLINIC CARD

Patient number 365-06-9261

For EMERGENCIES, call	996-3316
For Non-Emergencies, call	996-3137
For an Appointment, call	996-3138

DIALOGUE THEATER

On the telephone - Calling the Clinic or Doctor

1. Nurse: What's wrong?
Patient: I have a fever and a sore throat.
Nurse: Come to the clinic.

2. Doctor: What's the matter?
Patient: I'm coughing. And I have a runny nose.
Doctor: Is there any fever?
Patient: No.
Doctor: It's the flu. Drink a lot of water.
Call tomorrow if you have another problem.

3. Doctor: What's wrong?
Patient: It's my finger. The pain is very bad.
It's big and red.
Doctor: I want to see you this morning.
Come in to my office.

ROLE PLAY

A: You are at work.
You are sick.
B is your friend at work.
Tell B you are sick.
Tell B what is wrong.
Ask B what to do.

B: You are at work.
A is your friend at work.
A is sick.
Listen to A.
Tell A what to do.
(Look at pages 00 and
00 for help.)

YOUR VOCABULARY

"WHEN YOU ARE SICK, WHAT DO YOU DO?"

DRINK ______________.
______________.
______________.

TAKE ______________.
______________.
______________.
______________.

GO ______________.
______________.
______________.
______________.

WHAT ELSE?
1. ______________.
2. ______________.
3. ______________.
4. ______________.

ALWAYS
I USUALLY ______________ WHEN I'M SICK.
SOMETIMES

CIRCLE PRACTICE

A: I ______________ WHEN I'M SICK.
DO YOU?

B: YES, I DO, TOO.
OR
NO. I ______________.

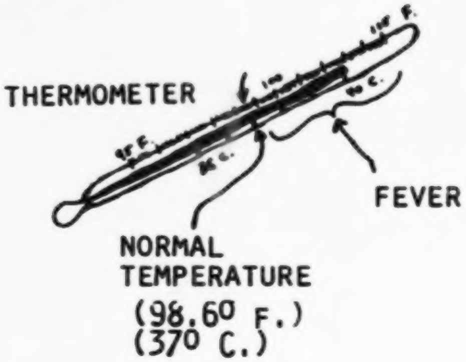
EXAMPLES:

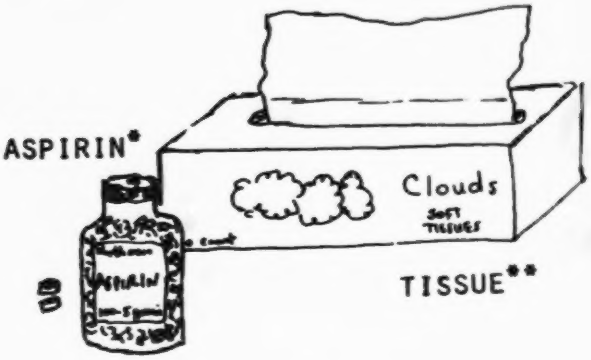
A: I ALWAYS DRINK TEA WHEN I'M SICK.
DO YOU?

B: YES, I DO, TOO.
I ALWAYS DRINK TEA WHEN I'M SICK.
DO YOU?

C: NO, I DON'T (DON'T LIKE TEA).
I USUALLY EAT ORANGES WHEN I'M SICK.
DO YOU?

VOCABULARY





LISTEN AND DO

"You're Sick"

1. You don't feel well.
2. Put your hand on your forehead.
   It's hot.
3. Get the thermometer.
4. Shake down the thermometer.
5. Put it in your mouth.
6. Wait 3 minutes.
7. Take it out.
8. Read your temperature.
   It's 101.3°.
9. You have fever!
10. Put cold water on your hands and face.
11. Take two aspirin.
12. Drink some water and some juice.
13. Go to bed.

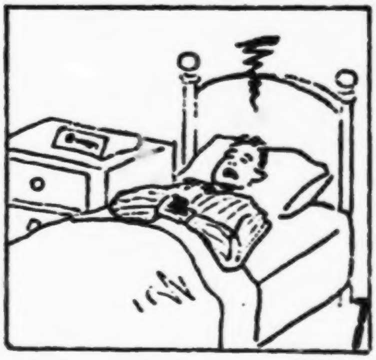
ONE-OH-ONE POINT THREE.

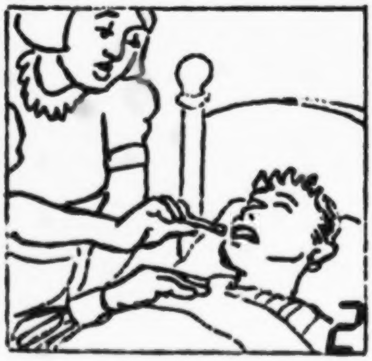
SPECIAL SECTION	* Tylenol, Datril, etc. ≠ ASPIRIN ** Kleenex, Puffs, etc. = TISSUE

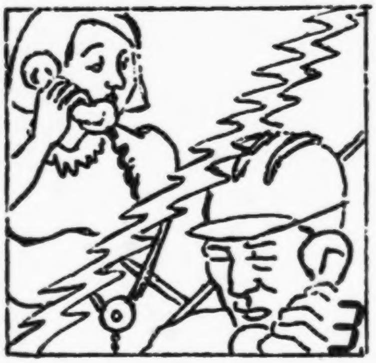
LOOK, READ, LISTEN AND SPEAK

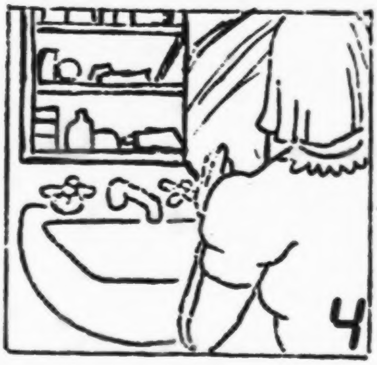
LOOK AT THE PICTURES. FIND THE SENTENCES.

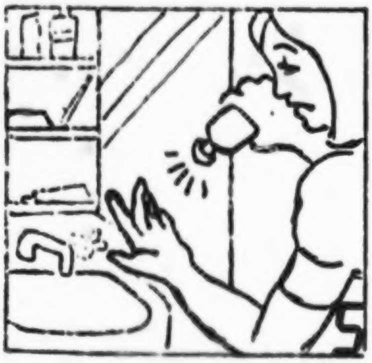
LISTEN TO THE STORY. THEN, TELL THE STORY.

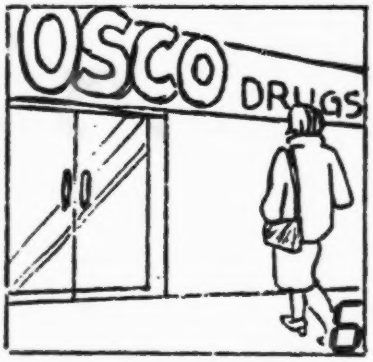


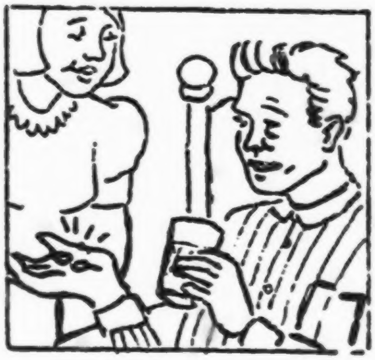


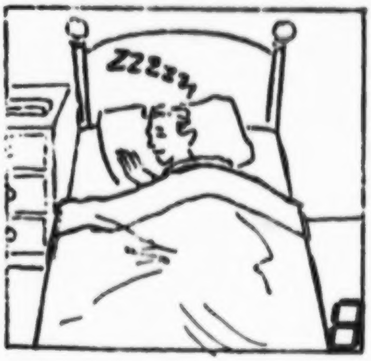


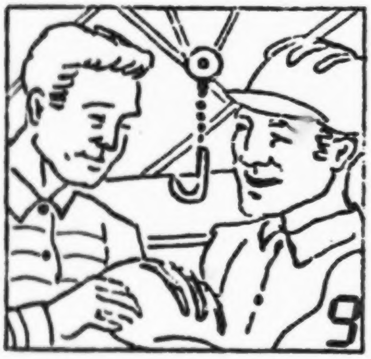












A. GREG IS SICK.

B. THERE'S NO ASPIRIN.

C. GREG SLEEPS ALL DAY.

D. HIS WIFE TAKES HIS TEMPERATURE.

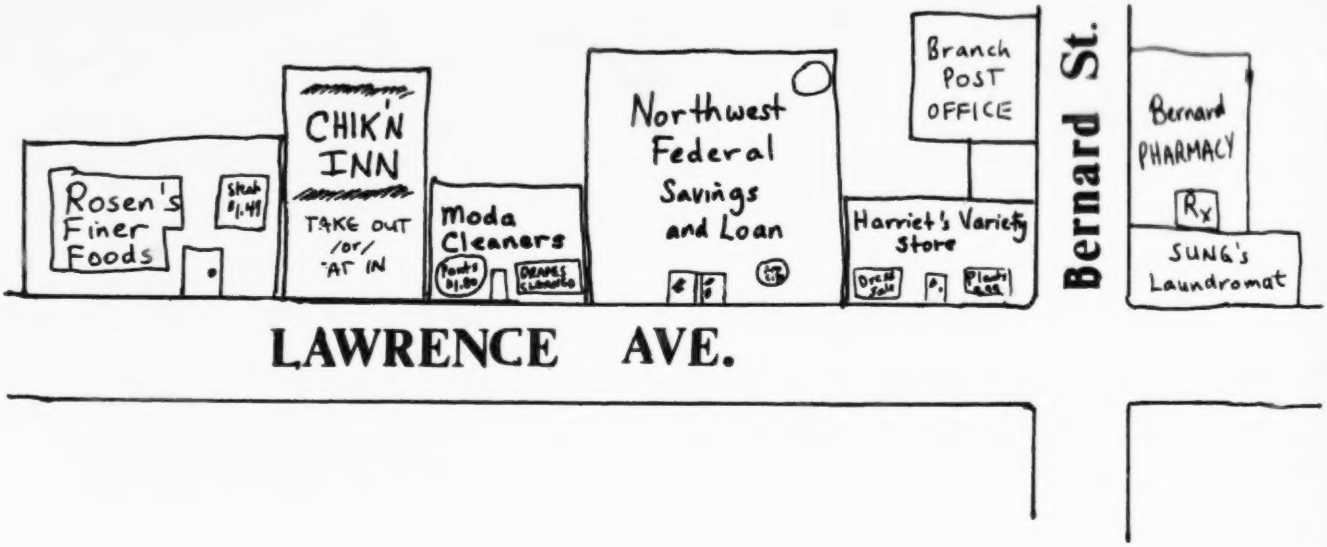
E. GREG GOES BACK TO WORK THE NEXT DAY.

F. SHE GOES TO THE STORE FOR ASPIRIN.

G. SHE CALLS GREG'S BOSS.

H. SHE GIVES GREG THE ASPIRIN.

I. SHE LOOKS FOR ASPIRIN.



LOOK AT THE PICTURE. DRAW A LINE.

WHAT KIND OF STORE?	NAME OF STORE
GROCERY •	• MODA
GENERAL/VARIETY •	• CHIK'N INN
RESTUARANT •	• SUNG'S
LAUNDROMAT •	• HARRIET'S
BANK OR SAVINGS •	• BERNARD PHARMACY
DRY CLEANERS •	• ROSEN'S FOODS
DRUGSTORE •	• NORTHWEST FEDERAL

CIRCLE THE ANSWERS

WHICH STORES SELL ASPIRIN? CIRCLE THE NAMES ABOVE.
(HINT: THERE ARE THREE STORES.)

VOCABULARY

NAME OTHER KINDS OF STORES IN THIS BOOK OR IN YOUR NEIGHBORHOOD.
(SEE PAGES 137, 171, 192, AND 194.)

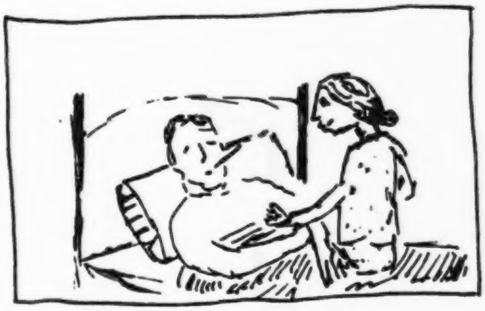
LISTEN AND CIRCLE

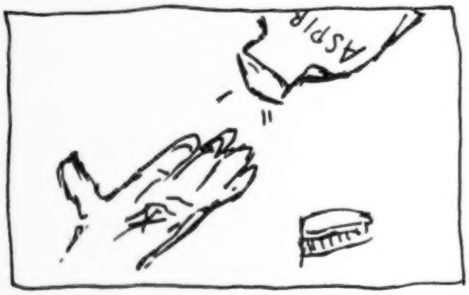
LOOK AT THE PICTURES.

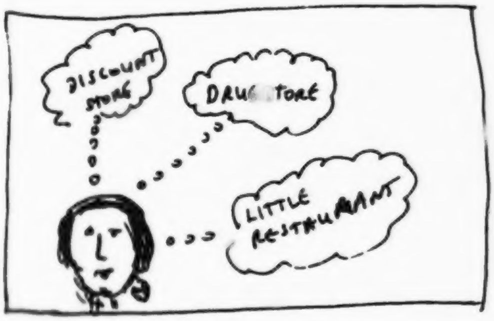
LISTEN TO THE STORY. CIRCLE "YES" OR "NO".

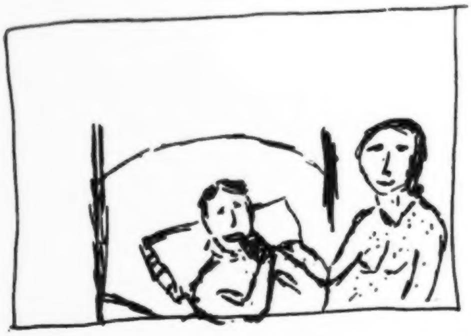
1. YES NO
2. YES NO
3. YES NO
4. YES NO
5. YES NO

THE NAME OF THE STORY IS "LOOKING FOR ASPIRIN".









TELL THE STORY

LISTEN AND READ

1. LISTEN TO THE STORY AGAIN. (YOU DID THIS ON THE PAGE BEFORE.) LOOK AT THE WORDS.
2. CIRCLE ALL THE NAMES OF THE KINDS OF STORES.
3. ARE THERE STORES LIKE THESE IN YOUR NEIGHBORHOOD? WHERE ARE THEY? WHAT ARE THEIR NAMES?
4. DISCUSS WHAT THEY SELL IN EACH KIND OF STORE.

"LOOKING FOR ASPIRIN"

MARTINA'S HUSBAND, TED, HAD A HEADACHE. BUT THEY DIDN'T HAVE ANY ASPIRIN. MARTINA WANTED TO BUY HIM SOME ASPIRIN. WHERE SHOULD SHE GO?

SHE THOUGHT ABOUT THE STORES IN HER NEIGHBORHOOD. THERE'S A CLEANERS. DO THEY HAVE ASPIRIN? YES OR NO? THERE'S A DISCOUNT STORE. DO THEY HAVE ASPIRIN? YES OR NO? SHE REMEMBERED THE LITTLE RESTAURANT ON THE CORNER. DO YOU THINK THEY HAVE ASPIRIN? YES OR NO?

THERE IS A DRUGSTORE ABOUT THREE BLOCKS AWAY. IS THAT A GOOD PLACE TO BUY ASPIRIN? YES OR NO? "OH, I KNOW," MARTINA SAID. "I'LL GO TO THE BIG GROCERY STORE. IT'S CLOSE TO HOME. MAYBE THEY HAVE ASPIRIN." YES OR NO?

MARTINA BOUGHT THE ASPIRIN. TED FEELS BETTER NOW.

STORES YOU CIRCLED:

DRUGSTORE

CLEANERS

GROCERY STORE

DISCOUNT STORE

PAIR PRACTICE ➡⬅

LOOK AT THE PICTURE ON PAGE 6.

"A"→"B"

1. A: I'M SICK.
I NEED SOME ________.
B: GET SOME AT ________.
A: THANKS A LOT.

"B"→"A"

1. B: WHERE CAN I BUY ________?
A: LOOK AT ________.
I THINK THEY HAVE IT. __
B: THANK YOU.

WORDS TO USE:

ORANGE JUICE ________

KLEENEX ________

GO AND FIND OUT

GO TO THREE STORES NEAR YOUR HOUSE. ____________________

			HOW MUCH IS IT?
FIND OUT:	DO THEY SELL ASPIRIN?	YES OR NO	$ __________
	DO THEY SELL ORANGE JUICE?	YES OR NO	$ __________
	DO THEY SELL THERMOMETERS?	YES OR NO	$ __________

MAKE A LIST

EXAMPLE:

STORE NAME	ASPIRIN?	PRICE	ORANGE JUICE?	PRICE	THERMOMETER?	PRICE
LES-ON DRUG	YES	$1.29	YES	$1.69	YES	$3.19
BECK'S	YES	$1.35	NO	-	NO	-

LISTEN AND ANSWER

LISTEN TO AND READ THE QUESTIONS. THE STORY'S ABOUT ROSA, A WORKER.

QUESTIONS:

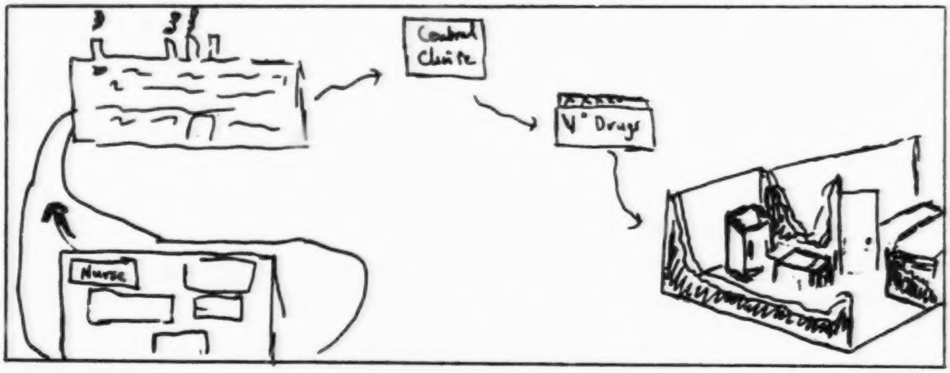
1. IS ROSA SICK OR WELL?
2. IS SHE AT HOME OR AT WORK?
3. DOES SHE FEEL HOT?
4. WHERE DOES SHE GO?
5. DOES THE NURSE GIVE ROSA A PAPER?
6. DOES ROSA GO TO THE CLINIC OR THE HOSPITAL?
7. WHO WORKS AT THE CLINIC?
8. DOES ROSA BUY MEDICINE AT THE CLINIC OR AT THE DRUGSTORE?
9. DOES ROSA GO BACK TO WORK?
10. WHY DOES ROSA GO BACK TO BED?

NOW, LISTEN TO THE STORY. THEN, ANSWER THE QUESTIONS.

LISTEN AND WRITE

LISTEN TO THE STORY AGAIN. LISTEN FOR THE NUMBERS.

LOOK AT THE MAP. WRITE THE NUMBERS ON THE MAP.



LISTEN AND READ

LISTEN AND READ 3 TIMES:

1. READ WITH YOUR EYES ONLY.
2. LISTEN, THEN READ ALOUD AFTER EACH SENTENCE.
3. READ ALOUD, AND THEN LISTEN TO THE TEACHER READ.

ROSA'S STORY

ROSA IS A WORKER. SHE IS AT WORK, BUT SHE IS SICK. SHE FEELS HOT, AND HER THROAT HURTS.

ROSA GOES TO THE NURSE'S OFFICE. THE NURSE TAKES ROSA'S TEMPERATURE. ROSA HAS A FEVER. ROSA GETS A PIECE OF PAPER FROM THE NURSE TO TAKE TO THE CLINIC.

SHE GOES TO THE CLINIC TO SEE A DOCTOR. AFTER THE DOCTOR LOOKS AT ROSA, SHE GIVES ROSA A PRESCRIPTION FOR SOME MEDICINE. ROSA GOES TO THE DRUGSTORE AND BUYS THE MEDICINE.

THEN ROSA GOES HOME. SHE TAKES SOME MEDICINE, PUTS THE BOTTLE IN THE KITCHEN, AND GOES RIGHT TO BED.

ROLE PLAY

FOR 4 PEOPLE TO ACT OUT. THE CLASS READS THE STORY.

A IS ROSA.

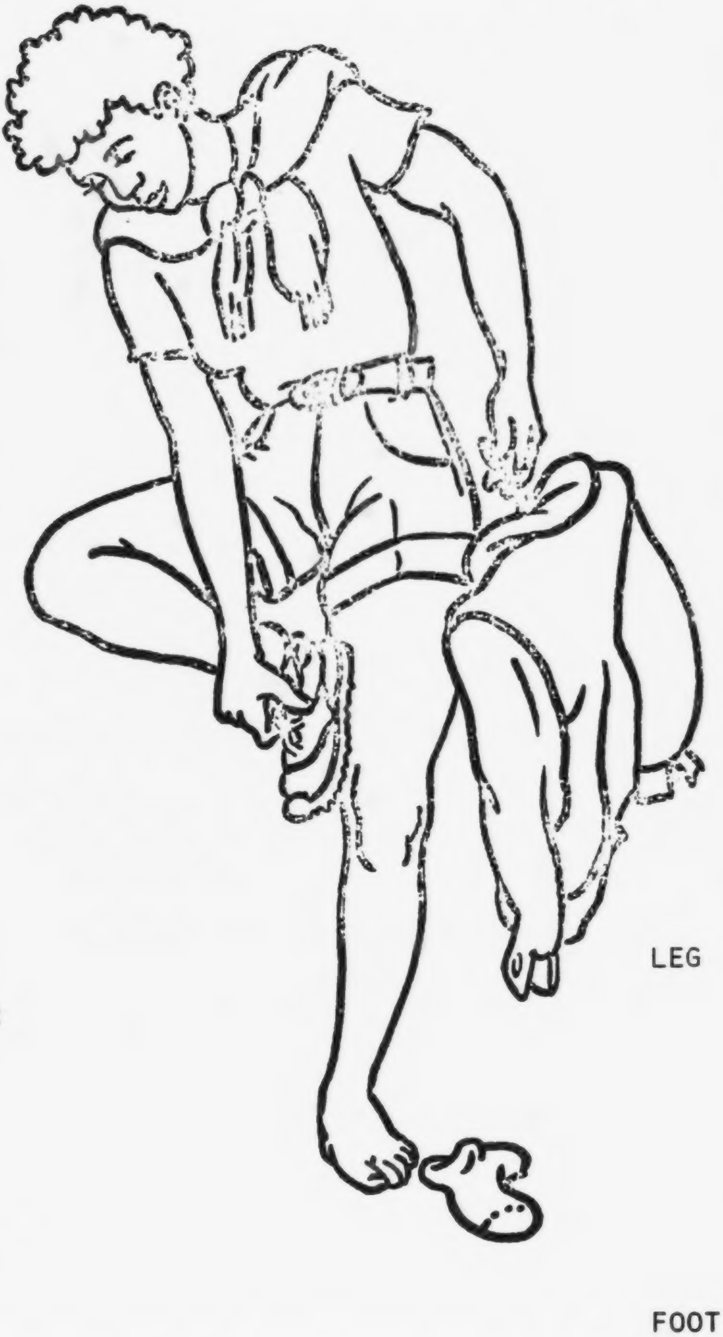
B IS THE NURSE AT WORK.

C IS THE DOCTOR.

D IS THE PHARMACIST.

VOCABULARY

"PARTS OF THE BODY"



LISTEN AND DO

"POINT TO IT"

1. LOOK AT THE PICTURE ON PAGE 241.
2. IS IT A MAN OR A WOMAN?
   YOU: "IT'S A ________."
3. SAY THE PAGE NUMBER.
   YOU: "IT'S PAGE __________."
4. USE YOUR FINGER OR A PENCIL.
   POINT TO HER KNEE.
5. POINT TO HER __________.
6. GET WITH A PARTNER.
   WHO'S A? WHO'S B?
   YOU: "I'M __________."
7. A: SHOW HER ELBOW TO B.
8. B: SHOW HER FOOT TO A.
9. PRACTICE TOGETHER.

PARTS OF THE BODY

ARM
BACK
BOTTOM
CHEST
EAR
EYE
FINGER
FOOT
HAND
HEAD
KNEE
MOUTH
NECK
NOSE
STOMACH
THROAT
TOE

PAIR PRACTICE

LOOK AT THE PICTURE.

SAY:
WHERE'S THE _______?
SHOW ME HER _______.
TOUCH HER _______.

LOOK AT YOUR PARTNER.

SAY:
POINT TO YOUR ______.
WHERE IS YOUR ______?
SHOW ME YOUR _______.

PAIR PRACTICE ➡⬅

"A"→"B"

1. A: Ow!
B: What's wrong?
A: It's my back.

3. A: Ow!
B: What's wrong?
A: It's my ______.

5. A: ____________!
B: ______________?
A: ______________?

"B"→"A"

2. B: Oooh!
A: What's wrong?
B: My leg hurts.

4. B: Oooh!
A: What's wrong?
B: My _______ hurts.

6. B: ____________!
A: ______________?
B: ______________?

CIRCLE PRACTICE

A: Where does it hurt?
B: Here ....
A: Your __________?
B: Yes./ No, here on my __________.

B: Where does it hurt?
C: Here ....
B: Your __________?
C. Yes./No, here on my __________.

Put your hand on the part that hurts.

SUBSTITUTION PRACTICE

Oooh! A HEADACHE!
______
______
______
______

Owww!! A sore THROAT!
______
______
______
______

PAIR PRACTICE ➡⬅

"A"→"B"

A: Oooh!
B: Your ______?
A: Yes. I have a ______ache.

"B"→"A"

B: Owww!!
A: Does your ______ hurt?
B: Yes. I have a sore ______.

CIRCLE PRACTICE PLUS ✚

"A Sick Class"

EXAMPLE:

A: I have a sore throat.
B: He
has a sore throat.
She
I have an earache.
C: He
has a sore throat.
She
He
has an earache.
She
I have a backache.

DIALOGUE THEATER

"What's Wrong With These People?"

In the doctor's office (or a clinic)

1. Doctor: Where does it hurt?
Patient: Here. I have a stomachache.
Doctor: Here?
Patient: Ouch! Yes!

2. Nurse: What's wrong?
Patient: Headache. My chest hurts.
And I have a sore throat.
Nurse: Fever?
Patient: I don't know.

In a factory

3. Worker A: Ouch! My hand! It's sore.
Worker B: Go to the nurse.
Maybe she can help.

In an office

Worker C: What's wrong? You look sick.
Worker D: I am. Sore throat and a headache.
I need some aspirin.
Worker C: I don't have aspirin. Ask Susan.

At school

5. Student E: Stomachache yesterday, fever today.
When are you going to the clinic?
Student F: O.K. O.K. I'm going today.

SUMMARY

201/UNIT FIVE

"I'M AT HOME. I'M SICK."

VOCABULARY

SICK
WELL
FINE
TEMPERATURE
FEVER
SNEEZE
COUGH

BACKACHE
STOMACHACHE
HEADACHE
EARACHE

SORE THROAT
SORE ARM
SORE HAND
SORE FINGER
SORE KNEE
SORE FOOT
SORE TOE

THERMOMETER
ASPIRIN
TISSUE
MEDICINE
PRESCRIPTION

PLACES

STORES
GROCERY
DRUGSTORE - PHARMACY
LAUNDROMAT
BANK (OR SAVINGS)
DRY CLEANERS
RESTAURANT

CLINIC
HOSPITAL
DOCTOR'S OFFICE
NURSE'S OFFICE

PARTS OF THE BODY

HEAD
EYE
EAR
NOSE

NECK
THROAT
MOUTH

CHEST
STOMACH
BACK
BOTTOM

ARM
HAND
FINGER
ELBOW

LEG
KNEE
FOOT
TOE

GRAMMAR

1 A.

I'M	FINE TIRED SICK HUNGRY	.
YOU'RE		
SHE'S		

B.

I	FEEL	FINE TIRED SICK HUNGRY	.
YOU			
SHE	FEELS		

2. A.

MY	BACK HEAD THROAT SHOULDER	HURTS	.
HER			

B.

DOES	YOUR	X	HURT	?
	HER			

3.

I HAVE	A	BACKACHE HEADACHE		.
SHE HAS		SORE	THROAT SHOULDER	

4.

I'M	NOT	COMING GOING	TO	ENGLISH CLASS WORK THE STORE	.
SHE'S					

5.

TELL ME SAY	YOUR NAME	.

TELL ME SAY	IT	AGAIN	.

6.

PUT	YOUR HAND IT COLD WATER	IN YOUR MOUTH ON YOUR HEAD ON YOUR FACE	.